

Alignment to the New York Next Generation Learning Standards for Grades 1-12



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Reading Plus Alignment to the New York Next Generation Learning Standards for Grades 1-12

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Grade 1 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Literary and Informational Text				
1R1	Key Ideas and Details - Develop and answer questions about key ideas and details in a text.	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
1R2	Key Ideas and Details - Identify a main topic or central idea in a text and retell important details.	Standard met	This selection is mainly about	Use a story map to show the main idea and its supporting details in a selection.
1R3	Key Ideas and Details - Describe characters, settings, and major events in a story, or pieces of information in a text.	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
1R4	Craft and Structure - Identify specific words that express feelings and senses.	Standard met	Read this sentence from the selection. What does this sentence tell you about the jar?	Give an example of how an author helps you form a picture in your mind about what you are reading.
1R5	Craft and Structure - Identify a variety of genres and explain major differences between literary texts and informational texts.	Standard met	This selection is best described as	How do you know if a text is fiction or non-fiction? Provide examples from texts you have read to support your ideas.
1R6	Craft and Structure - Describe how illustrations and details support the point of view or purpose of the text.	Standard met	This tree has just started to grow. Based on what you read in this selection, a tree at this stage would be called a	Can an image help you understand a selection's main idea or theme? Choose two selections you read and explain how the image did or did not help you understand the selection.
1R7	Integration of Knowledge and Ideas - Use illustrations and details in literary and informational texts to discuss story elements and/or topics.	Standard met	What does this picture have to do with the selection?	Can an image help you understand a selection's main idea or theme? Choose two selections you read and explain how the image did or did not help you understand the selection.
1R8	Integration of Knowledge and Ideas - Identify specific information an author or illustrator gives that supports ideas in a text.	Standard met	When did Rochelle first play chess?	Explain when and where a selection takes place. What clues help you determine that information?
1R9	Integration of Knowledge and Ideas - Make connections between self and text (texts and other people/world).	Standard met	At the end of the selection, how does Ethan feel?	Describe how you felt when you read a selection. Were you happy, sad, or did you feel something else? Explain why the selection made you feel this way.

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STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Foundational Skills				
1RF4b	Fluency - Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Standard met	What does the word “greedy” mean in this part of the selection?	Describe how the knowledge of another language can help you understand a new word or phrase you read in English.
Key Ideas and Details				
AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard partially met	Read this sentence from the selection. What does this sentence tell you about the jar?	Give an example of how an author helps you form a picture in your mind about what you are reading.
AS.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard met	This selection is mainly about	Use a story map to show the main idea and its supporting details in a selection.
Craft and Structure				
AS.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Standard met	A narrator is someone who tells a story. Who is the narrator of this selection?	Why would an author choose to tell a story that does not follow chronological order? Use an example from a fictional story you have read to support your argument.
AS.R.6	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.	Standard met	Read these two sentences from the selection. The second sentence	Select two Non-fiction texts that use different types of text structure to present information. Explain why the author’s of each selection would chose one kind of structure rather than the other.
Integration of Knowledge and Ideas				
AS.R.9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.	Standard met	This selection is mainly	How do you know if a text is fiction or non-fiction? Provide examples from texts you have read to support your ideas.
AS.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Standard met	This selection is mainly	How do you know if a text is fiction or non-fiction? Provide examples from texts you have read to support your ideas.

Grade 1 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
1L4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. - Use sentence-level context as a clue to the meaning of a word or phrase.	Standard met	What does the word “greedy” mean in this part of the selection?	Describe how the knowledge of another language can help you understand a new word or phrase you read in English.
1L5a	Demonstrate understanding of word relationships and nuances in word meanings. - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Standard met	From what you have read, which animals look for food at night?	What makes a character a hero or a villain? List the names of characters who are heroes or villains and explain why they belong to that group. The characters can be from fiction or non-fiction texts.
1L5b	Demonstrate understanding of word relationships and nuances in word meanings. - Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	Standard met	From what you have read, which animals look for food at night?	What makes a character a hero or a villain? List the names of characters who are heroes or villains and explain why they belong to that group. The characters can be from fiction or non-fiction texts.
1L5c	Demonstrate understanding of word relationships and nuances in word meanings. - Use words for identification and description, making connections between words and their use (e.g., places at home that are cozy).	Standard met	From what you have read, which animals look for food at night?	What makes a character a hero or a villain? List the names of characters who are heroes or villains and explain why they belong to that group. The characters can be from fiction or non-fiction texts.
AS.L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Standard met	Read this part from the selection. What is the most likely reason this kind of unicycle is called a “giraffe”?	Find examples in five selections of words that describe things you can hear, see, or touch.

Grade 1 - Writing

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Text Types and Purposes				
AS.W.4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.	Standard met	The tone of a selection is the author’s attitude toward the topic. Which word best describes the tone of this selection?	Describe how you felt when you read a selection. Were you happy, sad, or did you feel something else? Explain why the selection made you feel this way.
AS.W.4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.	Standard met	The tone of a selection is the author’s attitude toward the topic. Which word best describes the tone of this selection?	Describe how you felt when you read a selection. Were you happy, sad, or did you feel something else? Explain why the selection made you feel this way.

Grade 2 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Literary and Informational Text				
2R1	Key Ideas and Details - Develop and answer questions to demonstrate an understanding of key ideas and details in a text.	Standard met	Which character in the selection said, "If you want to see a sleeping dragon, there is only one thing you can do"?	Who is the main character in the selection and why is this character so important?
2R2	Key Ideas and Details - Identify a main topic or central idea and retell key details in a text; summarize portions of a text.	Standard met	The selection says Arion was good at doing two things. What are they?	What lesson (or lessons) did you learn from the selection?
2R3	Key Ideas and Details - In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections between ideas, concepts, or a series of events.	Standard met	In this selection, which character is the wisest?	List two characters from a selection and explain why one of those characters is more important to the plot than the other character.
2R4	Craft and Structure - Explain how words and phrases in a text suggest feelings and appeal to the senses.	Standard met	The legend of the three sisters describes one of the sisters as having a "green dress and golden hair." What is this phrase describing?	Authors often use words in the same way artists use paints to create a picture. Describe how an author used words in this way in a selection you read.
2R5	Craft and Structure - Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text.	Standard met	Based on this excerpt, the color gray is repeated to give the idea that Aunt Em and Uncle Henry are	Why would an author choose to tell a story that does not follow chronological order? Use an example from a fictional story you have read to support your argument.
2R6	Craft and Structure - Identify examples of how illustrations, text features, and details support the point of view or purpose of the text.	Standard met	What is the most likely reason the author ends the selection this way?	Think about a character in one of the selections you read. Write a short speech that tells about only the good things about the character. Then write a second short speech that tells only the bad things about the character.
2R7	Integration of Knowledge and Ideas - Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features.	Standard met	This selection is best described as	How do you know if a text is fiction or non-fiction? Provide examples from texts you have read to support your ideas.
2R8	Integration of Knowledge and Ideas - Explain how specific points the author or illustrator makes in a text are supported by relevant reasons.	Standard met	According to this selection, which of the following is true about plants?	Describe at least five ways you can tell if a selection is true or not true. Use examples from selections you have read to support your statements.
2R9	Integration of Knowledge and Ideas - Make connections between self and text (texts and other people/world).	Standard met	Read this part from the selection. Why did the author use the word "sighed" in this part?	List all the things you like about a selection. Then explain which of these reasons are based on fact and which are based on opinion.

Reading Plus Alignment to the New York Next Generation Learning Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Foundational Skills				
2RF4b	Fluency - Read grade-level text with sufficient accuracy and fluency to support comprehension. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Standard met	Read this part from the selection. The word “produce” means	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
Key Ideas and Details				
AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard met	Which character in the selection said, “If you want to see a sleeping dragon, there is only one thing you can do”?	Who is the main character in the selection and why is this character so important?
AS.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard met	The selection says Arion was good at doing two things. What are they?	What lesson (or lessons) did you learn from the selection?
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	Native Americans did not climb to the top of Mount Rainier because	Explain why you agree or disagree with the behavior of a character.
Craft and Structure				
AS.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	Based on this excerpt, the color gray is repeated to give the idea that Aunt Em and Uncle Henry are	Why would an author choose to tell a story that does not follow chronological order? Use an example from a fictional story you have read to support your argument.
AS.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Standard met	Based on this excerpt, the color gray is repeated to give the idea that Aunt Em and Uncle Henry are	Why would an author choose to tell a story that does not follow chronological order? Use an example from a fictional story you have read to support your argument.
AS.R.6	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.	Standard met	What is the most likely reason the author ends the selection this way?	Think about a character in one of the selections you read. Write a short speech that tells about only the good things about the character. Then write a second short speech that tells only the bad things about the character.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Integration of Knowledge and Ideas				
AS.R.9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.	Standard met	The author compares your body to a car because your body	Write a poem or song that compares two things using the word "as." For example, "she is as tall as a tree," or "he is as quiet as a mouse."
AS.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Standard met	The author compares your body to a car because your body	Write a poem or song that compares two things using the word "as." For example, "she is as tall as a tree," or "he is as quiet as a mouse."

Grade 2 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
AS.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Standard met	Read this part from the selection. The word “produce” means	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
AS.L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Standard met	Think about what you read. Bean, corn, and squash plants growing in a mound of soil in a garden are best described as	Based on a selection that you have read, create an analogy for this statement: “Watching a friend go through a hard time is like...” and explain what you mean. Use details from the selection to illustrate and support your writing.
2L4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. - Use sentence-level context as a clue to the meaning of a word or phrase.	Standard met	Read this part from the selection. The word “produce” means	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.

Grade 3 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Literary and Informational Text				
3R1	Key Ideas and Details - Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.	Standard met	Based on what you read in this selection, which two of the following statements are correct?	Write three “why” questions about a selection and provide evidence from the text on how those questions should be answered.
3R2	Key Ideas and Details - Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.	Standard met	What is another good title for this selection?	Describe three clues in a selection that helped you determine the main idea of the selection.
3R3	Key Ideas and Details - In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.	Standard met	The change in mood from the first excerpt to the second can best be described as going from	How is the life of a character in a selection similar to (or different from) your own life?
3R6	Craft and Structure - Discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text.	Standard met	Read this excerpt from the selection. Which of the following include the author’s opinion?	Is the author telling you how he or she feels or thinks about a topic, or is the author stating facts? What words give you clues about what the author is doing?
3R7	Integration of Knowledge and Ideas - Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur).	Standard met	Look at this image. How is this object connected to the selection?	Can an image help you understand a selection’s main idea or theme? Choose two selections you read and explain how the image did or did not help you understand the selection.
3R8	Integration of Knowledge and Ideas - Explain how claims in a text are supported by relevant reasons and evidence.	Standard met	Which statement from the selection supports the author’s claim that sometimes a wildfire can be helpful?	Write three “why” questions about a selection and provide evidence from the text on how those questions should be answered.
3R9	Integration of Knowledge and Ideas - Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.	Standard met	This selection is best described as	How do you know if a text is fiction or non-fiction? Provide examples from texts you have read to support your ideas.
Foundational Skills				
3RF4b	Fluency - Read grade-level text with sufficient accuracy and fluency to support comprehension. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Standard met	The meeting between Betsy and General Washington happened “by chance.” This means it was	Write one paragraph that describes the main information about a selection you read.

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STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard met	In this excerpt, Jake’s mom says his dad will “be surprised, alright.” What does she mean?	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
AS.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard met	What is another good title for this selection?	Describe three clues in a selection that helped you determine the main idea of the selection.
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	Think about what you read. Put these links to a food chain in order, from the first link in the last.	Describe parts of a selection that held important clues to help you understand what was happening.
Craft and Structure				
AS.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	In this excerpt, Jake’s mom says his dad will “be surprised, alright.” What does she mean?	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
AS.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Standard met	How is the information in this selection organized?	Describe a selection’s beginning, middle, and end.
AS.R.6	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.	Standard met	The word “bias” means a way of thinking about someone or something that is based on personal feelings instead of facts. Which of the following shows an example of bias?	Is the author telling you how he or she feels or thinks about a topic, or is the author stating facts? What words give you clues about what the author is doing?
Integration of Knowledge and Ideas				
AS.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Standard met	Which statement from the selection supports the author’s claim that sometimes a wildfire can be helpful?	Write three “why” questions about a selection and provide evidence from the text on how those questions should be answered.

Grade 3 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
AS.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Standard met	Read this part of the selection. Based on how it is used, what does the word "hit" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
AS.L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Standard met	Read this sentence from the selection. Which of the following words most closely means "noticeable"?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
AS.L.6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Standard met	Read this part of the selection. Based on how it is used, what does the word "hit" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
3L4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following: - Use sentence-level context as a clue to the meaning of a word or phrase.	Standard met	Read this part of the selection. Based on how it is used, what does the word "hit" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
Knowledge of Language				
AS.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Standard met	The tone of this selection is best described as	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.

Grade 3 - Writing

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Text Types and Purposes				
AS.W.4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.	Standard met	Based on this selection, in which two of the following ways are Kelvin Doe and David Sengeh alike?	How is the life of a character in a selection similar to (or different from) your own life?
AS.W.4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.	Standard met	Based on this selection, in which two of the following ways are Kelvin Doe and David Sengeh alike?	How is the life of a character in a selection similar to (or different from) your own life?

Grade 4 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Literary and Informational Text				
4R1	Key Ideas and Details - Locate and refer to relevant details and evidence when explaining what a text says explicitly/ implicitly and make logical inferences.	Standard met	According to the selection, which two of the following statements are correct?	Write a speech for a character in a selection you read in which the character describes his or her life, home, and the things he or she likes to do.
4R2	Key Ideas and Details - Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.	Standard met	Sam’s parents decided to leave their village. What is the main reason they left?	Did the title of this selection provide you with clues about the selection’s main idea? Why or why not?
4R3	Key Ideas and Details - In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.	Standard met	If the current government of China does not protect the wall, what will most likely happen?	Tell about two clues in the selection that helped you figure out the ending.
4R4	Craft and Structure - Determine the meaning of words, phrases, figurative language, academic, and content-specific words.	Standard met	Read this excerpt from the selection. What does the phrase “mastering the elements” mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
4R7	Integration of Knowledge and Ideas - Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text.	Standard met	Look at this image. Based on what you read in the selection, why is this a risk to humans?	Choose an image from a non-fiction selection you have read. Create a list of all the information visible in the image that supports the facts presented in the selection.
4R9	Integration of Knowledge and Ideas - Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.	Standard met	Read this excerpt. Which two of the following characteristics best describe the crow that participated in this experiment?	Explain why you agree or disagree with the behavior of a character.
Key Ideas and Details				
AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard met	According to the selection, which two of the following statements are correct?	Write a speech for a character in a selection you read in which the character describes his or her life, home, and the things he or she likes to do.
AS.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard met	Sam’s parents decided to leave their village. What is the main reason they left?	Did the title of this selection provide you with clues about the selection’s main idea? Why or why not?

Reading Plus Alignment to the New York Next Generation Learning Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	This selection describes a frog that puffs up with air to make a very loud sound. The selection says this kind of frog looks like a	List five words in a selection that helped you form a picture in your mind. Do additional research to find a synonym and antonym for each word, and use the word in a sentence.
Craft and Structure				
AS.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	What is the relationship between the two sentences in this excerpt?	Explain an author’s use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
AS.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Standard met	What is the relationship between the two sentences in this excerpt?	Explain an author’s use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
Integration of Knowledge and Ideas				
AS.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Standard met	Why is Keneu so easily tricked?	Describe at least five ways you can tell if a selection is true or not true. Use examples from selections you have read to support your statements.

Grade 4 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
AS.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Standard met	Read this excerpt from the selection. Which of the following best described the meaning of the word “apt”?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
AS.L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Standard met	This selection describes a frog that puffs up with air to make a very loud sound. The selection says this kind of frog looks like a	List five words in a selection that helped you form a picture in your mind. Do additional research to find a synonym and antonym for each word, and use the word in a sentence.
4L4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Standard met	Read this excerpt from the selection. Which of the following best described the meaning of the word “apt”?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
4L5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Demonstrate understanding of words by relating them to their antonyms and synonyms.	Standard met	Read this excerpt from the selection. Which of the following best described the meaning of the word “apt”?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
Knowledge of Language				
AS.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Standard met	What is the relationship between the two sentences in this excerpt?	Explain an author’s use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.

Grade 4 - Writing

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Text Types and Purposes				
AS.W.4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.	Standard met	Read this excerpt. Which two of the following characteristics best describe the crow that participated in this experiment?	Explain why you agree or disagree with the behavior of a character.
4W4	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.	Standard met	Pierre described the egg as being the same size as a	Draw a picture of something that happened in a selection.
AS.W.4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.	Standard met	Read this excerpt. Which two of the following characteristics best describe the crow that participated in this experiment?	Explain why you agree or disagree with the behavior of a character.

Grade 5 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Literary and Informational Text				
5R1	Key Ideas and Details - Locate and refer to relevant details and evidence when explaining what a text says explicitly/ implicitly and make logical inferences.	Standard met	What does the name “Valhalla” mean?	Imagine you are a character in a selection you read. What are some things you might say as that character?
5R2	Key Ideas and Details - Determine a theme or central idea and explain how it is supported by key details; summarize a text.	Standard met	This selection is mostly about a young girl who	Use a graphic organizer to show the relative importance of information in a text.
5R3	Key Ideas and Details - In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.	Standard met	Read these two excerpts from the selection. In what way are Nick and the man in the coffee shop alike?	How is the life of a character in a selection similar to (or different from) your own life?
5R4	Craft and Structure - Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.	Standard met	Read this excerpt. The man at the ship’s wheel said, “Dead men tell no tales.” What does this mean?	Find examples in five selections of words that describe things you can hear, see, or touch.
5R5	Craft and Structure - In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.	Standard met	How does the author use conversation in this part of the selection?	Why would an author choose to tell a story that does not follow chronological order? Use an example from a fictional story you have read to support your argument.
5R8	Integration of Knowledge and Ideas - Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.	Standard met	What does the animal shown in this picture have to do with the selection?	In what ways can maps help you to better understand the main idea and supporting details of a selection?
5R9	Integration of Knowledge and Ideas - Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences.	Standard met	Read these two excerpts from the selection. In what way are Nick and the man in the coffee shop alike?	How is the life of a character in a selection similar to (or different from) your own life?

Reading Plus Alignment to the New York Next Generation Learning Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Foundational Skills				
5RF4b	Fluency - Read grade-level text with sufficient accuracy and fluency to support comprehension. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Standard met	Reread this excerpt. What does the word "talisman" mean?	Choose a selection you have read. Who is telling the story? What clues helped you identify who is speaking?
Key Ideas and Details				
AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard met	What does the name "Valhalla" mean?	Imagine you are a character in a selection you read. What are some things you might say as that character?
AS.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard partially met	This selection is mostly about a young girl who	Use a graphic organizer to show the relative importance of information in a text.
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard partially met	How does Nicki's mother react when the girls bring home the puppy?	Describe the mood of the characters in a selection. Why did the characters feel the way they did?
Craft and Structure				
AS.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	Read this part from the selection. Why does the author include the words "click, click, click"?	Write a letter to the author of a selection you really enjoyed. Suggests ideas for similar selections the the author should write.
AS.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Standard met	How does the author use conversation in this part of the selection?	Why would an author choose to tell a story that does not follow chronological order? Use an example from a fictional story you have read to support your argument.
AS.R.6	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.	Standard met	Reread this excerpt. What does the word "talisman" mean?	Choose a selection you have read. Who is telling the story? What clues helped you identify who is speaking?
Integration of Knowledge and Ideas				
AS.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Standard met	What is the author's opinion of the first African American professional basketball players?	Do you like to read selections in which the author lets you know his or her feelings? Would you rather read a selection that simply provides facts? Describe a selection you liked because the author did or did not show personal feelings.

Grade 5 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
AS.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Standard met	Reread this excerpt. What does the word "talisman" mean?	Choose a selection you have read. Who is telling the story? What clues helped you identify who is speaking?
AS.L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Standard met	In this excerpt, what does the phrase "the toast of all of Europe" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
AS.L.6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Standard met	In this excerpt, what does the phrase "the toast of all of Europe" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
5L4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Standard met	Read this excerpt. The man at the ship's wheel said, "Dead men tell no tales." What does this mean?	Find examples in five selections of words that describe things you can hear, see, or touch.
5L5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Interpret figurative language, including similes and metaphors, in context.	Standard met	Read this excerpt. The man at the ship's wheel said, "Dead men tell no tales." What does this mean?	Find examples in five selections of words that describe things you can hear, see, or touch.
5L5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Standard met	In this excerpt, what does the phrase "the toast of all of Europe" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.

Grade 6 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Literary and Informational Text				
6R1	Key Ideas and Details - Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.	Standard met	From what you have read, you can tell that Della and Jim lived in	Describe how you arrived at conclusions about a selection’s main idea and characters if information about these text elements was not directly stated.
6R2	Key Ideas and Details - Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text.	Standard met	Which two major contributions did Mr. Lowe make to the war effort?	Create a new graphic organizer that indicates a selection’s main idea, characters, and supporting details, and how these three areas intersect.
6R3	Key Ideas and Details - In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.	Standard met	Why is Dr. Jacobs skeptical that the dying dog is Jeff?	Give an example of how recognizing cause and effect helped you better understand the plot development of a selection.
6R4	Craft and Structure - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.	Standard met	According to this part in the selection, what is a “landing card”?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
6R5	Craft and Structure - In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot. In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas.	Standard met	The narrator of this selection is a	Explain why an author chose to organize a selection’s plot in an unconventional way. What benefits or disadvantages resulted from the action being presented in this way?
6R9	Integration of Knowledge and Ideas - Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.	Standard met	The slab of earth that Rick Timm found in the middle of the wheat field	Describe how you relate scenes you visualize from reading with real life scenes. Give examples.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard met	In this excerpt, Jake’s mom says his dad will “be surprised, alright.” What does she mean?	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
AS.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard met	What is another good title for this selection?	Describe three clues in a selection that helped you determine the main idea of the selection.
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	Think about what you read. Put these links to a food chain in order, from the first link in the last.	Describe parts of a selection that held important clues to help you understand what was happening.
Craft and Structure				
AS.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	In this excerpt, Jake’s mom says his dad will “be surprised, alright.” What does she mean?	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
AS.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Standard met	How is the information in this selection organized?	Describe a selection’s beginning, middle, and end.
AS.R.6	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.	Standard met	The word “bias” means a way of thinking about someone or something that is based on personal feelings instead of facts. Which of the following shows an example of bias?	Is the author telling you how he or she feels or thinks about a topic, or is the author stating facts? What words give you clues about what the author is doing?
Integration of Knowledge and Ideas				
AS.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Standard met	Which statement from the selection supports the author’s claim that sometimes a wildfire can be helpful?	Write three “why” questions about a selection and provide evidence from the text on how those questions should be answered.
AS.R.9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.	Standard met	Choose the sentence in which the author makes a comparison, using the figure of speech called a simile.	Describe how an author can use figurative language to create suspense and give an example from a selection.
AS.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Standard met	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.

Grade 6 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
AS.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Standard met	Read this part of the selection. Based on how it is used, what does the word “hit” mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
AS.L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Standard met	Read this sentence from the selection. Which of the following words most closely means “noticeable”?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
AS.L.6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Standard met	Read this part of the selection. Based on how it is used, what does the word “hit” mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
6L4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. - Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Standard met	According to this part in the selection, what is a “landing card”?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
6L4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Standard met	In this excerpt, what does the author mean by, “The sky is not the limit for thousands of people who go to space camp”?	Describe how the knowledge of another language can help you understand a new word or phrase you read in English.
6L5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Interpret figurative language, including personification, in context.	Standard met	In this excerpt, what does the author mean by, “The sky is not the limit for thousands of people who go to space camp”?	Describe how the knowledge of another language can help you understand a new word or phrase you read in English.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Knowledge of Language				
AS.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Standard met	The tone of this selection is best described as	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.

Grade 6 - Speaking and Listening

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Comprehension and Collaboration				
AS.SL.2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).	Standard met	What does this image have to do with the selection?	Can an image help you understand a selection's main idea or theme? Choose two selections you have read and explain how the image did or did not help you understand the selection.

Grade 6 - Writing

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Text Types and Purposes				
AS.W.4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.	Standard met	Based on this selection, in which two of the following ways are Kelvin Doe and David Sengeh alike?	How is the life of a character in a selection similar to (or different from) your own life?
AS.W.4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.	Standard met	Based on this selection, in which two of the following ways are Kelvin Doe and David Sengeh alike?	How is the life of a character in a selection similar to (or different from) your own life?
Research to Build and Present Knowledge				
AS.W.7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism.	Standard met	Put the following jobs Sendak held before he became a famous author in order from first to last.	Create a timeline of the sequence of events in a selection. Use the Internet or other research tools to find other historical events that occurred during the same timeframe and incorporate the dates on your timeline.
6W7	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.	Standard met	Put the following jobs Sendak held before he became a famous author in order from first to last.	Create a timeline of the sequence of events in a selection. Use the Internet or other research tools to find other historical events that occurred during the same timeframe and incorporate the dates on your timeline.
AS.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Standard met	Put the following jobs Sendak held before he became a famous author in order from first to last.	Create a timeline of the sequence of events in a selection. Use the Internet or other research tools to find other historical events that occurred during the same timeframe and incorporate the dates on your timeline.

Grade 7 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Literary and Informational Text				
7R1	Key Ideas and Details - Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.	Standard met	Based on the selection, which two factors helped the kidnapper get away with Buck undetected?	List two to four supporting characters in a selection and explain their relationship to the selection’s main protagonist.
7R2	Key Ideas and Details - Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text.	Standard met	This selection is mainly about	Sometimes the main idea of a selection is not clear until you finish reading the text. Describe a selection you read that needed to be read from beginning to end before you had a full sense of the main idea.
7R3	Key Ideas and Details - In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.	Standard met	The Ice Palace mentioned in this selection does not allow visitors because	Describe the cause and effect relationship in a selection you read.
7R4	Craft and Structure - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.	Standard met	Which quote represents an important change in the plot?	Explain an author’s use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
7R5	Craft and Structure - In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas.	Standard met	How does this maxim by Confucius in the opening paragraph relate to the rest of the selection?	Describe an author’s use of sensory details in a selection that you have read. Explain how the author shared information through descriptions that use sight, sound, taste, smell, or touch.
7R6	Craft and Structure - In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. In informational texts, analyze how the author distinguishes his or her position from that of others.	Standard met	How does the author convince the reader that the steel workers’ demands were reasonable?	Retell a selection you have read using your own voice and perspective.

Reading Plus Alignment to the New York Next Generation Learning Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
7R8	Integration of Knowledge and Ideas - Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced.	Standard met	How does the author convince the reader that the steel workers' demands were reasonable?	Retell a selection you have read using your own voice and perspective.
7R9	Integration of Knowledge and Ideas - Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.	Standard met	This excerpt shows that Brooks was a person who	Describe a character with whom you empathize, and explain why you feel this way.

Key Ideas and Details

AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard met	Based on the selection, which two factors helped the kidnapper get away with Buck undetected?	List two to four supporting characters in a selection and explain their relationship to the selection's main protagonist.
AS.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard met	This selection is mainly about	Sometimes the main idea of a selection is not clear until you finish reading the text. Describe a selection you read that needed to be read from beginning to end before you had a full sense of the main idea.
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	Based on the selection, which two factors helped the kidnapper get away with Buck undetected?	List two to four supporting characters in a selection and explain their relationship to the selection's main protagonist.

Craft and Structure

AS.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	Which quote represents an important change in the plot?	Explain an author's use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
AS.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Standard met	How does this maxim by Confucius in the opening paragraph relate to the rest of the selection?	Describe an author's use of sensory details in a selection that you have read. Explain how the author shared information through descriptions that use sight, sound, taste, smell, or touch.
AS.R.6	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.	Standard met	Which quote represents an important change in the plot?	Explain an author's use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Integration of Knowledge and Ideas				
AS.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Standard met	Based on this excerpt, what does the author do to present an unbiased opinion?	Write a newspaper editorial or blog post to support an opinion expressed in a selection you read.
AS.R.9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.	Standard met	If you saw two engines, one from a hybrid car and one from a standard car, how could you tell which one belonged to the hybrid?	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.
AS.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Standard met	If you saw two engines, one from a hybrid car and one from a standard car, how could you tell which one belonged to the hybrid?	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.

Grade 7 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
AS.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Standard met	In this excerpt, what is the meaning of the word “cropping”?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
7L4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. - Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Standard met	In this excerpt, what is the meaning of the word “cropping”?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
7L5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Standard met	In this excerpt, what is the meaning of the word “cropping”?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
Knowledge of Language				
AS.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Standard met	In this excerpt, the author creates a mood of	What kinds of language or other text structure elements (tone) are used to create an excited or adventurous mood? Use details from a selection you have read to illustrate and explain your answer.

Grade 8 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Literary and Informational Text				
8R1	Key Ideas and Details - Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.	Standard met	Choose the sentence in this excerpt that explains why the damage to the "Scotia" made big news.	What text clues in a selection led you to conclude that a character was good or evil?
8R2	Key Ideas and Details - Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text.	Standard met	Which of these is the best alternative title for this selection?	List three supporting details from a selection and explain how those details helped you determine the selection's main idea.
8R3	Key Ideas and Details - In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.	Standard met	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.
8R4	Craft and Structure - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.	Standard met	If you were watching a Clay boxing match, you most likely would see Clay	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.
8R6	Craft and Structure - In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. In informational texts, analyze how the author addresses conflicting evidence or viewpoints.	Standard met	What does Zavion grab from his house as he departs?	Describe a selection you have read that has an untrustworthy narrator and explain how you know the narrator is untrustworthy.
8R8	Integration of Knowledge and Ideas - Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced.	Standard met	Choose the sentence in this excerpt that states the author's opinion.	Use the Internet and other research tools to find evidence that refutes an idea, belief, or theme presented in a selection.
8R9	Integration of Knowledge and Ideas - Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.	Standard met	Dr. Ruit invited Dr. Chang to participate in a clinical trial so that other eye doctors	How would you apply what you learned in a selection to your own life?

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard met	Based on this excerpt, which two factors laid the foundation for Franklin’s work ethic?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
AS.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard met	Based on this excerpt, which two factors laid the foundation for Franklin’s work ethic?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	In the years ahead, what will probably happen to the rest of the art treasures lost or stolen during the war?	Based on the selection’s conclusion, what other sequence of events could have generated the same outcome? Demonstrate how these interactions, while different from the author’s original plan, make the same conclusion feasible.
Craft and Structure				
AS.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	If you were watching a Clay boxing match, you most likely would see Clay	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.
AS.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Standard met	Based on this excerpt, which two answers describe the relationship between these two sentences?	Explain an author’s use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
AS.R.6	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.	Standard met	The author’s purpose in writing this selection was	How does the author progress a selection to its conclusion? Provide three examples.
Integration of Knowledge and Ideas				
AS.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Standard met	Choose the sentence in this excerpt that states the author’s opinion.	Use the Internet and other research tools to find evidence that refutes an idea, belief, or theme presented in a selection.

Grade 8 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
AS.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Standard met	In this excerpt, what does the author mean by the phrase “polite company”?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.
AS.L.6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Standard met	In this excerpt, what does the author mean by the phrase “polite company”?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.
8L4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. - Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Standard met	In this excerpt, what does the author mean by the phrase “polite company”?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.
8L5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Interpret figures of speech including irony and puns in context.	Standard met	In this excerpt, what does the author mean by the phrase “polite company”?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.
8L6	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Standard met	In this excerpt, what does the author mean by the phrase “polite company”?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.

Grade 9 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Literary and Informational Text				
9-10R1	Key Ideas and Details - Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.	Standard met	The Baroness and her guests said both the howling wolves and the falling trees were due to	Write three questions about a selection that will require additional research or fact-checking to answer them. Provide the answers to these questions.
9-10R2	Key Ideas and Details - Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.	Standard met	This selection is mainly about	List three supporting details from a selection and explain how those details helped you determine the selection's main idea.
9-10R3	Key Ideas and Details - Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.	Standard met	The relationship between Frida and her father can be described as	Describe a character with whom you empathize, and explain why you feel this way.
9-10R4	Craft and Structure - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres.	Standard met	Which sentence helps to explain the meaning of the word "empathy"?	Explain how the context of a selection helped you to understand a word or phrase you did not know.
9-10R6	Craft and Structure - Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).	Standard met	According to the prophecy, what will the people expect to see when the avatar Kalki arrives in India to defeat the foreign invaders?	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.

Reading Plus Alignment to the New York Next Generation Learning Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
9-10R7	Integration of Knowledge and Ideas - Analyze how a subject/content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject/content or key scene in two different formats, examine the differences between a historical novel and a documentary).	Standard met	This selection is best described as	Choose one fiction and one non-fiction text that are on the same topic (such as a historical event, or the life of an influential person). Describe how the two different genres relay the same information and how the structure of each genre affects the understanding of the information.

Key Ideas and Details

AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard met	The Baroness and her guests said both the howling wolves and the falling trees were due to	Write three questions about a selection that will require additional research or fact-checking to answer them. Provide the answers to these questions.
AS.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard met	This selection is mainly about	List three supporting details from a selection and explain how those details helped you determine the selection's main idea.
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	What could have happened to El Duque if Livan had never left Cuba?	Use a selection you have read to finish this statement: "If only (a character) had done (this action) instead of (this action), then (make a prediction about what might have happened)." Use details from the selection to illustrate and support your prediction.

Craft and Structure

AS.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	Read this excerpt from the selection. The author's description of the setting gives the story a feeling of	What kinds of language or other text structure elements (tone) are used to create a dramatic or fearful mood? Use details from a selection you have read to illustrate and explain your answer.
AS.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Standard met	Choose the sentence in this excerpt that contains the figure of speech called a simile.	Choose an informational text that presents information in a cause-and-effect or problem-and-solution manner. Describe why the organization of information did (or did not) help you understand the main idea of the selection.

Grade 9 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
AS.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Standard met	Which sentence helps to explain the meaning of the word “empathy”?	Explain how the context of a selection helped you to understand a word or phrase you did not know.
AS.L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Standard met	Choose the sentence in this excerpt that includes an example of simile.	Describe how metaphor, simile, hyperbole, or personification is used in a selection and explain how it enhances or distracts from the selection.
9-10L4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Standard met	Which sentence helps to explain the meaning of the word “empathy”?	Explain how the context of a selection helped you to understand a word or phrase you did not know.
Knowledge of Language				
AS.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Standard met	This selection is best described as	Choose an expository piece, such as a speech or an essay. Describe how the author uses language to relay information, or make (or respond) to an argument.

Grade 9 - Craft and Structure

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically)				
RH5	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically)	Standard met	Choose the sentence in this excerpt that contains the figure of speech called a simile.	Choose an informational text that presents information in a cause-and-effect or problem-and-solution manner. Describe why the organization of information did (or did not) help you understand the main idea of the selection.

Grade 10 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Literary and Informational Text				
9-10R1	Key Ideas and Details - Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.	Standard met	What happens to Hauchecorne at the end of this selection?	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.
9-10R2	Key Ideas and Details - Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.	Standard met	What is the main idea of this selection?	Explain how the author presents a theme in a selection through plot, characters, and setting. Describe the events that embody the theme.
9-10R3	Key Ideas and Details - Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.	Standard met	Based on what you have read, what could have happened if Jason had complained about being partnered with Skylar?	(Theme: relationships) Describe a character who struggled with society or family and how/if that struggle was resolved.
9-10R4	Craft and Structure - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres.	Standard met	What do the terms "buttonholed" and "buttonholing" mean in this part of the selection?	Explain how a character's actions or attitude can change the meaning of a word or phrase.
9-10R8	Integration of Knowledge and Ideas - Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.	Standard met	In this excerpt, the author includes the quote from Carroll's "High-Tech Trash" article most likely to	Describe how the author of an argument tries to prove that he or she is right.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard met	In this excerpt, Jake’s mom says his dad will “be surprised, alright.” What does she mean?	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
AS.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard met	What is another good title for this selection?	Describe three clues in a selection that helped you determine the main idea of the selection.
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	Think about what you read. Put these links to a food chain in order, from the first link in the last.	Describe parts of a selection that held important clues to help you understand what was happening.
Craft and Structure				
AS.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	In this excerpt, Jake’s mom says his dad will “be surprised, alright.” What does she mean?	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
AS.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Standard met	How is the information in this selection organized?	Describe a selection’s beginning, middle, and end.
AS.R.6	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.	Standard met	The word “bias” means a way of thinking about someone or something that is based on personal feelings instead of facts. Which of the following shows an example of bias?	Is the author telling you how he or she feels or thinks about a topic, or is the author stating facts? What words give you clues about what the author is doing?
Integration of Knowledge and Ideas				
AS.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Standard met	Which statement from the selection supports the author’s claim that sometimes a wildfire can be helpful?	Write three “why” questions about a selection and provide evidence from the text on how those questions should be answered.
AS.R.9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.	Standard met	Choose the sentence in which the author makes a comparison, using the figure of speech called a simile.	Describe how an author can use figurative language to create suspense and give an example from a selection.
AS.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Standard met	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.

Grade 10 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Vocabulary Acquisition and Use

AS.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Standard met	Read this part of the selection. Based on how it is used, what does the word “hit” mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
AS.L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Standard met	Read this sentence from the selection. Which of the following words most closely means “noticeable”?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
AS.L.6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Standard met	Read this part of the selection. Based on how it is used, what does the word “hit” mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
9-10L4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Standard met	What do the terms “buttonholed” and “buttonholing” mean in this part of the selection?	Explain how a character’s actions or attitude can change the meaning of a word or phrase.
9-10L4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Standard met	What do the terms “buttonholed” and “buttonholing” mean in this part of the selection?	Explain how a character’s actions or attitude can change the meaning of a word or phrase.

Knowledge of Language

AS.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Standard met	The tone of this selection is best described as	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
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Grade 10 - Writing

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Text Types and Purposes				
AS.W.4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.	Standard met	Based on this selection, in which two of the following ways are Kelvin Doe and David Sengeh alike?	How is the life of a character in a selection similar to (or different from) your own life?
AS.W.4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.	Standard met	Based on this selection, in which two of the following ways are Kelvin Doe and David Sengeh alike?	How is the life of a character in a selection similar to (or different from) your own life?
Research to Build and Present Knowledge				
AS.W.6	Conduct research based on focused questions to demonstrate understanding of the subject under investigation.	Standard met	Based on this excerpt, British Intelligence identified France, Greece, and Italy as possible European invasion points because	Write a question about one additional fact you would have liked to learn from a selection you read. Answer the question by using the Internet or other research tools to find the necessary information.
AS.W.7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism.	Standard met	Put the following jobs Sendak held before he became a famous author in order from first to last.	Create a timeline of the sequence of events in a selection. Use the Internet or other research tools to find other historical events that occurred during the same timeframe and incorporate the dates on your timeline.
AS.W.6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Standard met	Based on this excerpt, British Intelligence identified France, Greece, and Italy as possible European invasion points because	Write a question about one additional fact you would have liked to learn from a selection you read. Answer the question by using the Internet or other research tools to find the necessary information.
AS.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Standard met	Put the following jobs Sendak held before he became a famous author in order from first to last.	Create a timeline of the sequence of events in a selection. Use the Internet or other research tools to find other historical events that occurred during the same timeframe and incorporate the dates on your timeline.
9-10W6	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.	Standard met	Based on this excerpt, British Intelligence identified France, Greece, and Italy as possible European invasion points because	Write a question about one additional fact you would have liked to learn from a selection you read. Answer the question by using the Internet or other research tools to find the necessary information.

Reading Plus Alignment to the New York Next Generation Learning Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
9-10W7	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.	Standard met	America's dependence on foreign energy sources	Create a news report based on a selection you have read. Report facts from the selection as well as additional facts you researched from reputable sources.

Grade 10 - Craft and Structure

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically)				
RH5	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically)	Standard met	In this excerpt, which word or phrase signals that the essay will leap from the past, and Irena’s activities during the war, to the students’ discovery of Irena in modern times?	Choose an informational text that presents information in a cause-and-effect or problem-and-solution manner. Describe why the organization of information did (or did not) help you understand the main idea of the selection.

Grade 11 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Literary and Informational Text				
11-12R1	Key Ideas and Details - Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.	Standard met	Choose the sentence in this excerpt that gives the most likely explanation for why people suffocate in an avalanche.	Create a new graphic organizer that indicates a selection's main idea, characters, and supporting details, and how these three areas intersect.
11-12R2	Key Ideas and Details - Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.	Standard met	What is the main idea of this selection?	(Theme: relationships) Describe a character who struggled with society or family and how/if that struggle was resolved.
11-12R3	Key Ideas and Details - In literary texts, analyze the impact of author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.	Standard met	Choose the sentence in this excerpt that gives the most likely explanation for why people suffocate in an avalanche.	Create a new graphic organizer that indicates a selection's main idea, characters, and supporting details, and how these three areas intersect.
11-12R4	Craft and Structure - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.	Standard met	The author compares the wood on the box to	One well-known analogy states, "Life is like a box of chocolates. You never know what you're going to get." Create a new analogy for this statement ("Life is like...") based on a selection that you have read and explain what you mean. Use details from the selection to illustrate and support your writing.
11-12R5	Craft and Structure - In literary texts, analyze how varied aspects of structure create meaning and affect the reader. In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal.	Standard met	Irony occurs when words are used to convey a meaning that is the opposite their usual meaning. What is ironic about this part of the essay?	Explain an author's use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.

Reading Plus Alignment to the New York Next Generation Learning Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
11-12R6	Craft and Structure - Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).	Standard met	Dramatic irony happens when the audience understands a situation but the character involved does not. Twain often used this device to convey humor. In this excerpt, the sentence, "But not knowing what the trouble was, I couldn't help him" is humorous because	Give examples of the use of rhetoric in a selection and tell how it influenced your interpretation of the selection's ideas or themes.

Key Ideas and Details

AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard met	Choose the sentence in this excerpt that gives the most likely explanation for why people suffocate in an avalanche.	Create a new graphic organizer that indicates a selection's main idea, characters, and supporting details, and how these three areas intersect.
AS.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard met	Choose the sentence in this excerpt that gives the most likely explanation for why people suffocate in an avalanche.	Create a new graphic organizer that indicates a selection's main idea, characters, and supporting details, and how these three areas intersect.
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	What is the main idea of this selection?	(Theme: relationships) Describe a character who struggled with society or family and how/if that struggle was resolved.

Craft and Structure

AS.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	The author compares the wood on the box to	One well-known analogy states, "Life is like a box of chocolates. You never know what you're going to get." Create a new analogy for this statement ("Life is like...") based on a selection that you have read and explain what you mean. Use details from the selection to illustrate and support your writing.
AS.R.6	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.	Standard met	In the last part of the selection, which sentence signals a major change in the action?	Explain an author's use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Integration of Knowledge and Ideas				
AS.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Standard met	How does the author substantiate the success of Title IX?	Think about how an author’s bias affects the validity of a claim. Choose a selection you have read and explain whether or not the author’s bias has caused him or her to make a false claim.
AS.R.9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.	Standard met	Space can be visualized as	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.
AS.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Standard met	Space can be visualized as	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.

Grade 11 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
AS.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Standard met	In this excerpt, what does the author mean by the phrase, “a morning star of hope”?	Explain how a character’s actions or attitude can change the meaning of a word or phrase.
AS.L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Standard met	The author compares the wood on the box to	One well-known analogy states, “Life is like a box of chocolates. You never know what you’re going to get.” Create a new analogy for this statement (“Life is like...”) based on a selection that you have read and explain what you mean. Use details from the selection to illustrate and support your writing.
AS.L.6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Standard met	In this excerpt, what is the meaning of the word “permeation”?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.
11-12L4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Standard met	In this excerpt, what does the author mean by the phrase, “a morning star of hope”?	Explain how a character’s actions or attitude can change the meaning of a word or phrase.
11-12L5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Interpret figures of speech, including hyperbole and paradox, in context and analyze their role in the text.	Standard met	In this excerpt, what does the author mean by the phrase, “a morning star of hope”?	Explain how a character’s actions or attitude can change the meaning of a word or phrase.
11-12L6	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Standard met	In this excerpt, what is the meaning of the word “permeation”?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Knowledge of Language				
AS.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Standard met	The genre of this selection is best described as	Choose an expository piece, such as a speech or an essay. Describe how the author uses language to relay information, or make (or respond) to an argument.

Grade 12 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Literary and Informational Text				
11-12R1	Key Ideas and Details - Cite strong and thorough textual evidence to support analysis of what the text says explicitly/ implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.	Standard met	What about Jean-Victor strikes Hardimont as “startling”?	What are some clues you found in a selection that let you know when and where the selection takes place even though the author does not overtly state this information?
11-12R2	Key Ideas and Details - Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.	Standard met	The events in this tale could best be described by the expression	(Theme: environment) Describe a selection in which a nature or the environment was represented in either a positive or negative way, and how this positive or negative view affected the characters and events in the selection.
11-12R3	Key Ideas and Details - In literary texts, analyze the impact of author’s choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.	Standard met	In this selection, de Cervantes used an image to make an analogy. According to de Cervantes, this image represents	Choose an image from a fictional selection you have read. Use the image as inspiration to write a new nonfiction piece on the same topic.
11-12R4	Craft and Structure - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.	Standard met	Based upon the following excerpt, the word “betokening” most closely means	Explain how a character’s actions or attitude can change the meaning of a word or phrase.
11-12R5	Craft and Structure - In literary texts, analyze how varied aspects of structure create meaning and affect the reader. In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal.	Standard met	A motif is a recurring story element that has symbolic importance. A repeated motif is often used to set a story’s mood or tone. What is one motif in this selection?	Explain why an author chose to organize a selection’s plot in an unconventional way. What benefits or disadvantages resulted from the action being presented in this way?

Reading Plus Alignment to the New York Next Generation Learning Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
11-12R6	Craft and Structure - Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).	Standard met	The Prioress was the head of a priory, or a religious house. In this excerpt, Chaucer included descriptions of her “well-bred and delicate” table manners, her “impeccable fashion,” and her devotion to her little dogs to whom she fed “roast meat, or milk, and fine bread” to imply	Assess the value or importance of an author’s choice of prose, setting, or characterization in a selection.
11-12R7	Integration of Knowledge and Ideas - In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem.	Standard met	The International Space Station captured this image of the aurora australis streaming over the Antarctic. Due to the predominance of green light, which type of emission generated the aurora seen in this image?	Choose an image from a nonfiction selection you have read. Use the image as inspiration to write a new fictional piece on the same topic.
11-12R8	Integration of Knowledge and Ideas - Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient.	Standard met	Who was President Kennedy’s real target audience for his September 1962 moon speech?	Describe how the author of an argument tries to prove that he or she is right.

Key Ideas and Details

AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard met	What about Jean-Victor strikes Hardimont as “startling”?	What are some clues you found in a selection that let you know when and where the selection takes place even though the author does not overtly state this information?
AS.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard met	The events in this tale could best be described by the expression	(Theme: environment) Describe a selection in which a nature or the environment was represented in either a positive or negative way, and how this positive or negative view affected the characters and events in the selection.

Reading Plus Alignment to the New York Next Generation Learning Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	The author of this selection used the four men in the dinghy to represent different groups that make up a larger society: leaders, followers, decent working men, and philosophical men. Which of the following represented the decent working man?	Think about a fictional character who does not change in any way over the course of a text. Explain what the purpose of such a character might be. Use details from a selection you have read, as well as your reasoning skills, to support your answer.
Craft and Structure				
AS.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	The narrator compares sitting in the lifeboat to	Describe how an author can use figurative language to create suspense and give an example from a selection.
AS.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Standard met	Read this excerpt. What is the author implying about the American attitude toward junk food in the second sentence?	Choose an informational text that presents information in a cause-and-effect or problem-and-solution manner. Describe why the organization of information did (or did not) help you understand the main idea of the selection.
AS.R.6	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.	Standard met	Based on this excerpt, which expression would you expect to see on the correspondent's face when he reaches the shore?	How has visualizing helped you understand a selection when an author changes a point of view? Describe your visualization of the same scene through the eyes of different characters.
Integration of Knowledge and Ideas				
AS.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Standard met	Who was President Kennedy's real target audience for his September 1962 moon speech?	Describe how the author of an argument tries to prove that he or she is right.
AS.R.9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.	Standard met	In this selection, de Cervantes used an image to make an analogy. According to de Cervantes, this image represents	Choose an image from a fictional selection you have read. Use the image as inspiration to write a new nonfiction piece on the same topic.
AS.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Standard met	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.

Grade 12 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
AS.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Standard met	Based upon the following excerpt, the word “betokening” most closely means	Explain how a character’s actions or attitude can change the meaning of a word or phrase.
11-12L4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Standard met	Based upon the following excerpt, the word “betokening” most closely means	Explain how a character’s actions or attitude can change the meaning of a word or phrase.
11-12L4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Standard met	The narrator compares sitting in the lifeboat to	Describe how an author can use figurative language to create suspense and give an example from a selection.

Grade 12 - Writing

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Research to Build and Present Knowledge				
11-12W7	Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.	Standard met	The International Space Station captured this image of the aurora australis streaming over the Antarctic. Due to the predominance of green light, which type of emission generated the aurora seen in this image?	Choose an image from a nonfiction selection you have read. Use the image as inspiration to write a new fictional piece on the same topic.

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