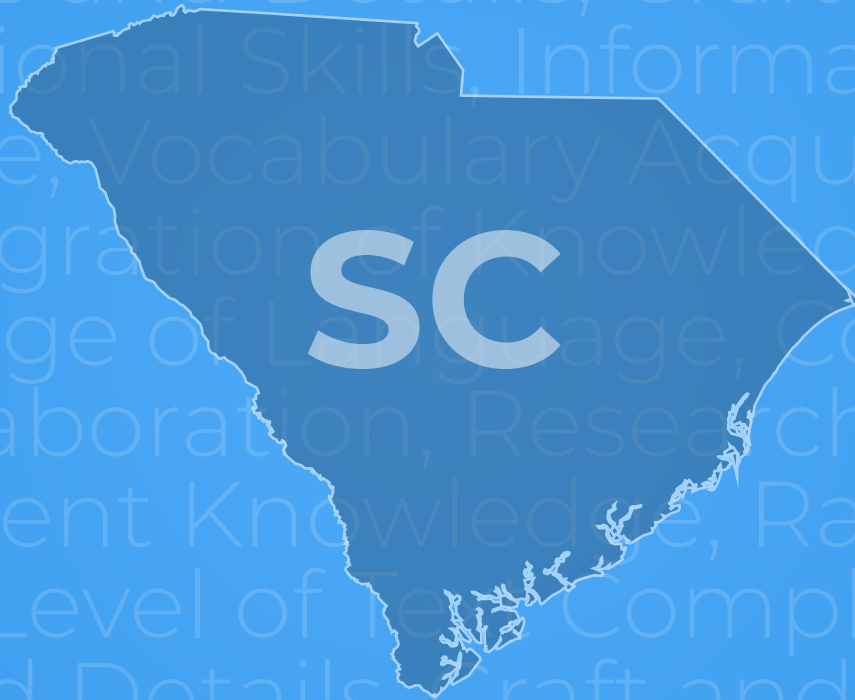


Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12



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Exemplar alignments certified by
Certica Solutions

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

Table of Contents

Grade 1 - Inquiry-Based Literacy	1
Grade 1 - Reading - Informational Text	2
Grade 1 - Reading - Literary Text	4
Grade 2 - Inquiry-Based Literacy	8
Grade 2 - Reading - Informational Text	9
Grade 2 - Reading - Literary Text	12
Grade 3 - Reading - Informational Text	16
Grade 3 - Reading - Literary Text	20
Grade 4 - Reading - Informational Text	25
Grade 4 - Reading - Literary Text	30
Grade 5 - Reading - Informational Text	33
Grade 5 - Reading - Literary Text	36
Grade 6 - Inquiry-Based Literacy Standards	40
Grade 6 - Reading - Informational Text	41
Grade 6 - Reading - Literary Text	43
Grade 7 - Reading - Informational Text	50
Grade 7 - Reading - Literary Text	56
Grade 8 - Reading - Informational Text	62
Grade 8 - Reading - Literary Text	67
Grade 9 - Inquiry-Based Literacy Standards	73
Grade 9 - Reading - Informational Text	74
Grade 9 - Reading - Literary Text	77
Grade 10 - Inquiry-Based Literacy Standards	80
Grade 10 - Reading - Informational Text	81
Grade 10 - Reading - Literary Text	84
Grade 11 - Reading - Informational Text	87
Grade 11 - Reading - Literary Text	91
Grade 12 - Reading - Informational Text	94
Grade 12 - Reading - Literary Text	97

Grade 1 - Inquiry-Based Literacy

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives				
I.2.1	Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.	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.
I.2.1	Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.	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 1 - Reading - Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RI.LCS.11.1	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.	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.
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Identify the reasons an author gives to support a position.	Standard met	This selection says handball is a good sport to play in a city. Which of the following sentences explains why this is true?	How is the life of a character in a selection similar to (or different from) your own life?
RI.LCS.11.1	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.	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.
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Identify the structures an author uses to support specific points.	Standard met	This selection says handball is a good sport to play in a city. Which of the following sentences explains why this is true?	How is the life of a character in a selection similar to (or different from) your own life?

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Meaning and Context				
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	Standard met	When did Rochelle first play chess?	Explain when and where a selection takes place. What clues help you determine that information?
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Retell the central idea and key details to summarize a text heard, read, or viewed.	Standard met	According to this selection, what is the definition of wind?	List four important facts you learned from an Non-fiction selection a write a summary of those facts.
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.	Standard met	When did Rochelle first play chess?	Explain when and where a selection takes place. What clues help you determine that information?
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.	Standard met	According to this selection, what is the definition of wind?	List four important facts you learned from an Non-fiction selection a write a summary of those facts.

Grade 1 - Reading - Literary Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RL.LCS.11.1	Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style - Identify the author’s purpose—to explain, entertain, inform, or convince.	Standard met	This selection is an example of folklore. Folklore stories are often told to children to teach them something. It is likely that a parent might tell this story to a child who	Explain the reason why an author wrote a selection. Be sure to use evidence from the selection to support your answer.
RL.LCS.11.2	Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style - Distinguish who is telling the story at various points in a text, the narrator or characters.	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.
RL.LCS.12.1	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Classify literary texts according to characteristics of a genre.	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.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	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.
RL.LCS.11.1	Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style - Identify and analyze the author’s purpose.	Standard met	This selection is an example of folklore. Folklore stories are often told to children to teach them something. It is likely that a parent might tell this story to a child who	Explain the reason why an author wrote a selection. Be sure to use evidence from the selection to support your answer.
RL.LCS.11.2	Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style - Recognize differences between the points of view and perspectives of the narrator and various characters.	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.

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STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.LCS.12.1	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.	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.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.	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.

Meaning and Context

RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
RL.MC.5.2	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	Standard met	Reread this part of the selection. What would probably happen if the creatures simply told Odon, “You are not the boss of us”?	What makes people or characters do the things they do? Use details from a selection you have read, as well as your reasoning skills, to support your answer.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Describe the relationship between the illustrations and the characters, setting or events.	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.
RL.MC.7.1	Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities. - Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.	Standard partially met	The first thing that happens in this selection is	Describe a selection’s beginning, middle, and end.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.MC.8.1.a	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Read or listen closely to: - describe characters' actions, and feelings;	Standard met	Read this part from the story. Which character says, "And you have a wonderful fish?"	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.
RL.MC.8.1.b	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Read or listen closely to: - compare and contrast characters' experiences to those of the reader;	Standard met	Read these two parts from the selection. Based on these parts, which statement is correct?	How is the life of a character in a selection similar to (or different from) your own life?
RL.MC.8.1.c	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Read or listen closely to: - describe setting;	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
RL.MC.8.1.d	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Read or listen closely to: - identify the plot including problem and solution; and	Standard met	The first thing that happens in this selection is	Describe a selection's beginning, middle, and end.
RL.MC.8.1.e	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Read or listen closely to: - describe cause and effect relationships.	Standard met	The North Wind showed its thanks to the trees in the forest. How?	Create a "chain of events" diagram for a selection.
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
RL.MC.5.2	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Make predictions before and during reading; confirm or modify thinking	Standard met	Reread this part of the selection. What would probably happen if the creatures simply told Odon, "You are not the boss of us"?	What makes people or characters do the things they do? Use details from a selection you have read, as well as your reasoning skills, to support your answer.

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STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.	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.
RL.MC.7.1	Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities. - Retell the sequence of major events using key details; determine the theme in a text heard or read.	Standard partially met	The first thing that happens in this selection is	Describe a selection's beginning, middle, and end.
RL.MC.8.1.a	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Read or listen closely to: - compare and contrast characters' actions, feelings, and responses to major events or challenges;	Standard met	Read this part from the story. Which character says, "And you have a wonderful fish?"	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.
RL.MC.8.1.b	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Read or listen closely to: - describe how cultural context influences characters, setting, and the development of the plot; and	Standard met	Read these two parts from the selection. Based on these parts, which statement is correct?	How is the life of a character in a selection similar to (or different from) your own life?
RL.MC.8.1.c	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Read or listen closely to: - explain how cause and effect relationships affect the development of plot.	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?

Principles of Reading

RL.P.4.3	Read 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.
RL.P.4.3	Read with sufficient accuracy and fluency to support comprehension. - Students are expected to build upon and continue applying previous learning.	Standard met	What does the word "greedy" mean in this part of the selection?	Describe how the knowledge of another language can help you understand a new word or phrase you read in English.

Grade 2 - Inquiry-Based Literacy

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives				
I.2.1	Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.	Standard met	What might have happened if goats, rather than cats and dogs, sat on roofs in the rain?	Use a selection you have read to finish this statement: "If only (a character) had done (this action) instead of (this action), then (make a prediction about what might have happened)." Use details from the selection to explain and support your prediction.
I.2.1	Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.	Standard met	What might have happened if goats, rather than cats and dogs, sat on roofs in the rain?	Use a selection you have read to finish this statement: "If only (a character) had done (this action) instead of (this action), then (make a prediction about what might have happened)." Use details from the selection to explain and support your prediction.

Grade 2 - Reading - Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RI.LCS.10.1	Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. - Identify the author’s purpose - to explain, entertain, inform, or convince.	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.
RI.LCS.11.1	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.	Standard met	How does the author organize the information in this selection?	Explain an author’s use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Identify words, phrases, illustrations, and photographs used to provide information.	Standard met	An opinion is a person’s judgment about something. An opinion may or may not be based on facts. In this part from the selection, which phrase is the author’s opinion?	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
RI.LCS.9.1	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. - Ask and answer questions about known and unknown words in a text.	Standard met	Read this part from the selection. What does the word “tough” mean here?	Choose a selection you read that included some unfamiliar vocabulary. Describe how you used context clues to figure out what the words meant.
RI.LCS.10.1	Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. - Identify and analyze the author’s purpose.	Standard met	What is the most likely reason the author ends the selection this way?	Think about a character in one of the selections you read. Write a short speech that tells about only the good things about the character. Then write a second short speech that tells only the bad things about the character.
RI.LCS.11.1	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.	Standard met	How does the author organize the information in this selection?	Explain an author’s use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.	Standard met	An opinion is a person’s judgment about something. An opinion may or may not be based on facts. In this part from the selection, which phrase is the author’s opinion?	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
RI.LCS.9.1	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. - Use context to determine the meaning of words and phrases.	Standard met	Read this part from the selection. What does the word “tough” mean here?	Choose a selection you read that included some unfamiliar vocabulary. Describe how you used context clues to figure out what the words meant.

Meaning and Context

RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	Standard met	Read this excerpt. What does it tell you about the people of ancient Rome?	Describe the clues in a selection that helped you determine the selection’s main idea.
RI.MC.5.2	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	Standard met	What might have happened if goats, rather than cats and dogs, sat on roofs in the rain?	Use a selection you have read to finish this statement: “If only (a character) had done (this action) instead of (this action), then (make a prediction about what might have happened).” Use details from the selection to explain and support your prediction.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Retell the central idea and key details to summarize a text heard, read, or viewed.	Standard met	Someone who “counts their chickens before they hatch” is	Write an email to a friend and describe a selection you read.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.	Standard met	Read this excerpt. What does it tell you about the people of ancient Rome?	Describe the clues in a selection that helped you determine the selection's main idea.
RI.MC.5.2	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Make predictions before and during reading; confirm or modify thinking.	Standard met	What might have happened if goats, rather than cats and dogs, sat on roofs in the rain?	Use a selection you have read to finish this statement: "If only (a character) had done (this action) instead of (this action), then (make a prediction about what might have happened)." Use details from the selection to explain and support your prediction.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.	Standard met	Someone who "counts their chickens before they hatch" is	Write an email to a friend and describe a selection you read.

Grade 2 - Reading - Literary Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RL.LCS.10.1	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. - Ask and answer questions about known and unknown words.	Standard met	Read this part from the selection. The word “produce” means	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
RL.LCS.11.2	Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style - Distinguish who is telling the story at various points in a text, the narrator or characters.	Standard met	In what way are the bear, the fox, and the wolf alike?	How is the life of a character in a selection similar to (or different from) your own life?
RL.LCS.12.1	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Classify literary texts according to characteristics of a genre.	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.
RL.LCS.12.2	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Recognize how the author uses crafted text structures of recurring phrases and dialogue.	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.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	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.
RL.LCS.10.1	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. - Use context to determine the meaning of words and phrases.	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.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.LCS.11.2	Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style - Recognize differences between the points of view and perspectives of the narrator and various characters.	Standard met	In what way are the bear, the fox, and the wolf alike?	How is the life of a character in a selection similar to (or different from) your own life?
RL.LCS.12.1	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.	Standard met	Based on this excerpt, the color gray is repeated to give the idea that Aunt Em and Uncle Henry are	Why would an author choose to tell a story that does not follow chronological order? Use an example from a fictional story you have read to support your argument.
RL.LCS.12.2	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.	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.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.	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.

Meaning and Context

RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	Standard met	Which character in the selection said, “If you want to see a sleeping dragon, there is only one thing you can do”?	Who is the main character in the selection and why is this character so important?
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Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.MC.5.2	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	Standard met	Think about the end of this selection. What would most likely happen next?	Tell about two clues in the selection that helped you figure out the ending.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Describe the relationship between the illustrations and the characters, setting or 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.
RL.MC.7.1	Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities. - Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.	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?
RL.MC.8.1.a	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Read or listen closely to: - describe characters' actions, and feelings;	Standard met	In this selection, which character is the wisest?	List two characters from a selection and explain why one of those characters is more important to the plot than the other character.
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.	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?
RL.MC.5.2	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Make predictions before and during reading; confirm or modify thinking	Standard met	Think about the end of this selection. What would most likely happen next?	Tell about two clues in the selection that helped you figure out the ending.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.	Standard met	In this selection, which character is the wisest?	List two characters from a selection and explain why one of those characters is more important to the plot than the other character.
RL.MC.7.1	Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities. - Retell the sequence of major events using key details; determine the theme in a text heard or read.	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?
RL.MC.8.1.a	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Read or listen closely to: - compare and contrast characters' actions, feelings, and responses to major events or challenges;	Standard met	In this selection, which character is the wisest?	List two characters from a selection and explain why one of those characters is more important to the plot than the other character.

Grade 3 - Reading - Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RI.LCS.10.1	Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. - State the author’s purpose; distinguish one’s own perspective from that of the author.	Standard met	The author’s main purpose for writing this selection is to	Write a letter to a friend that convinces him or her to read a selection you enjoyed. Give three reasons why your friend should read the selection.
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Explain how the author uses words and phrases to inform, explain, or describe.	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?
RI.LCS.10.1	Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. - Identify and describe the difference between a primary and secondary account of the same event or topic.	Standard met	The author’s main purpose for writing this selection is to	Write a letter to a friend that convinces him or her to read a selection you enjoyed. Give three reasons why your friend should read the selection.
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine how the author uses words and phrases to shape and clarify meaning.	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?
RI.LCS.10.1	Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. - Compare and contrast a primary and secondary account of the same event or topic.	Standard met	The author’s main purpose for writing this selection is to	Write a letter to a friend that convinces him or her to read a selection you enjoyed. Give three reasons why your friend should read the selection.
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze how the author uses words and phrases to shape and clarify meaning.	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?

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.LCS.10.1	Analyze and provide evidence of how the author's choice of purpose or perspective shapes content, meaning, and style. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.	Standard met	The author's main purpose for writing this selection is to	Write a letter to a friend that convinces him or her to read a selection you enjoyed. Give three reasons why your friend should read the selection.
RI.LCS.8.1	Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.	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?
RI.LCS.10.1	Analyze and provide evidence of how the author's choice of purpose or perspective shapes content, meaning, and style. - Determine an author's perspective or purpose and analyze how the author distinguishes his/her position from others.	Standard met	The author's main purpose for writing this selection is to	Write a letter to a friend that convinces him or her to read a selection you enjoyed. Give three reasons why your friend should read the selection.
RI.LCS.8.1	Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.	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?
RI.LCS.10.1	Analyze and provide evidence of how the author's choice of purpose or perspective shapes content, meaning, and style. - Determine an author's perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.	Standard met	The author's main purpose for writing this selection is to	Write a letter to a friend that convinces him or her to read a selection you enjoyed. Give three reasons why your friend should read the selection.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.	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?

Meaning and Context

RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	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.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Summarize multi-paragraph texts using key details to support the central idea.	Standard met	Read this part from the selection. Which of the following statements best summarizes what Peter believed?	Write one paragraph that describes the main information about a selection you read.
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	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.
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Quote accurately from a text to analyze meaning in and beyond the text.	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.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Summarize a text with two or more central ideas; cite key supporting details.	Standard met	Read this part from the selection. Which of the following statements best summarizes what Peter believed?	Write one paragraph that describes the main information about a selection you read.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Provide an objective summary of a text with two or more central ideas; cite key supporting details.	Standard met	Read this part from the selection. Which of the following statements best summarizes what Peter believed?	Write one paragraph that describes the main information about a selection you read.
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.	Standard met	Read this part from the selection. Which of the following statements best summarizes what Peter believed?	Write one paragraph that describes the main information about a selection you read.
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	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.

Grade 3 - Reading - Literary Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RL.LCS.10.1	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. - Use paragraph-level context to determine the meaning of words and phrases.	Standard partially 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.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	Standard met	In this excerpt, Jake’s mom says his dad will “be surprised, alright.” What does she mean?	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
RL.LCS.10.1	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. - Use definitions, examples, and restatements to determine the meaning of words or phrases.	Standard partially 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.
RL.LCS.10.1	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. - Use cause and effect relationships and comparisons to determine the meaning of words or phrases.	Standard partially 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.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze and cite examples of how the author’s choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.	Standard met	In this excerpt, Jake’s mom says his dad will “be surprised, alright.” What does she mean?	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.LCS.10.1	Apply a range of strategies to determine the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. - Use the overall meaning of a text or a word's position or function to determine the meaning of a word or phrase.	Standard partially 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.
RL.LCS.9.2	Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze the author's word and convention choices and draw conclusions about how they impact meaning and 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.
RL.LCS.10.1	Apply a range of strategies to determine the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. - Use context clues to determine meanings of words and phrases.	Standard partially 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.
RL.LCS.9.2	Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze the impact of the author's choice of words, word phrases, and conventions on meaning and 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.
RL.LCS.9.2	Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Students are expected to build upon and continue applying previous learning.	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.

Meaning and Context

RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	Standard met	In the selection, Marco rides on the safari train two times. When he rides on the train, what kind of expression would you probably see on his face?	Write an email to a friend who has not read the selection. Provide enough information about the selection's characters, settings, and events so your friend is able to predict what happened in the selection.
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Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.MC.7.1	Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. - Explain how illustrations contribute to create mood or emphasize aspects of character or setting.	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.
RL.MC.8.1.a	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Use text evidence to: - describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and	Standard met	Which is true about the six blind men?	Describe at least five ways you can tell if a selection is true or not true. Use examples from selections you have read to support your statements.
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	Standard met	In the selection, Marco rides on the safari train two times. When he rides on the train, what kind of expression would you probably see on his face?	Write an email to a friend who has not read the selection. Provide enough information about the selection's characters, settings, and events so your friend is able to predict what happened in the selection.
RL.MC.7.1	Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. - Explore similarities and differences among textual, dramatic, visual, or oral presentations.	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.
RL.MC.8.1.a	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Use text evidence to: - explain how conflicts cause the characters to change or revise plans while moving toward resolution; and	Standard met	Which is true about the six blind men?	Describe at least five ways you can tell if a selection is true or not true. Use examples from selections you have read to support your statements.
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.	Standard met	In the selection, Marco rides on the safari train two times. When he rides on the train, what kind of expression would you probably see on his face?	Write an email to a friend who has not read the selection. Provide enough information about the selection's characters, settings, and events so your friend is able to predict what happened in the selection.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.MC.7.1	Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. - Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences.	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.
RL.MC.8.1.a	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Cite evidence within text to: - analyze two or more characters, events, or settings in a text and explain the impact on the plot; and,	Standard met	Which is true about the six blind men?	Describe at least five ways you can tell if a selection is true or not true. Use examples from selections you have read to support your statements.
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	In the selection, Marco rides on the safari train two times. When he rides on the train, what kind of expression would you probably see on his face?	Write an email to a friend who has not read the selection. Provide enough information about the selection's characters, settings, and events so your friend is able to predict what happened in the selection.
RL.MC.7.1	Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. - Compare and contrast a narrative, drama, or poem read to an audio, video, or live version of the same text.	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.
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	In the selection, Marco rides on the safari train two times. When he rides on the train, what kind of expression would you probably see on his face?	Write an email to a friend who has not read the selection. Provide enough information about the selection's characters, settings, and events so your friend is able to predict what happened in the selection.
RL.MC.7.1	Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. - Interpret how a literary text relates to diverse media with an emphasis on the effect various media techniques have on ideas, themes, and topics.	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.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	In the selection, Marco rides on the safari train two times. When he rides on the train, what kind of expression would you probably see on his face?	Write an email to a friend who has not read the selection. Provide enough information about the selection's characters, settings, and events so your friend is able to predict what happened in the selection.
RL.MC.7.1	Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. - Analyze how a visual or audio adaptation of a narrative or drama modifies or embellishes the text.	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.

Grade 4 - Reading - Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Explain how the author uses words and phrases to inform, explain, or describe.	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.
RI.LCS.8.2	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to 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?
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine how the author uses words and phrases to shape and clarify meaning.	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.
RI.LCS.8.2	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Apply knowledge of text features to gain meaning; describe the relationship between these features and the text.	Standard met	Sam’s parents decided to leave their village. What is the main reason they left?	Did the title of this selection provide you with clues about the selection’s main idea? Why or why not?
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze how the author uses words and phrases to shape and clarify meaning.	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.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.LCS.8.2	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Apply knowledge of text features in multiple sources to gain meaning or solve a problem.	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?
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and 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.
RI.LCS.8.2	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Identify text features and structures that support an author’s ideas or claim.	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?
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and 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.
RI.LCS.8.2	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the impact of text features and structures on an author’s ideas or claim.	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 South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and 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.
RI.LCS.8.2	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze the impact of text features and structures on authors’ similar ideas or claims about the same topic.	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?

Meaning and Context

RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	Standard met	Why did Naismith decide to have players throw the ball instead of carry it?	Write three “why” questions about things that happened in a selection and then answer those questions.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Summarize multi-paragraph texts using key details to support the central idea.	Standard met	What is the main idea of this selection?	Write an email to a friend and describe a selection you read.
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	Standard met	Why did Naismith decide to have players throw the ball instead of carry it?	Write three “why” questions about things that happened in a selection and then answer those questions.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Quote accurately from a text to analyze meaning in and beyond the text.	Standard met	Why did Naismith decide to have players throw the ball instead of carry it?	Write three “why” questions about things that happened in a selection and then answer those questions.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Summarize a text with two or more central ideas; cite key supporting details.	Standard met	What is the main idea of this selection?	Write an email to a friend and describe a selection you read.
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	Why did Naismith decide to have players throw the ball instead of carry it?	Write three “why” questions about things that happened in a selection and then answer those questions.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Provide an objective summary of a text with two or more central ideas; cite key supporting details.	Standard met	What is the main idea of this selection?	Write an email to a friend and describe a selection you read.
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	Why did Naismith decide to have players throw the ball instead of carry it?	Write three “why” questions about things that happened in a selection and then answer those questions.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.	Standard met	What is the main idea of this selection?	Write an email to a friend and describe a selection you read.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	Why did Naismith decide to have players throw the ball instead of carry it?	Write three “why” questions about things that happened in a selection and then answer those questions.

Grade 4 - Reading - Literary Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	Standard met	Which statement is correct about the narrator of this selection?	Explain an author’s use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze and cite examples of how the author’s choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.	Standard met	Which statement is correct about the narrator of this selection?	Explain an author’s use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze the author’s word and convention choices and draw conclusions about how they impact meaning and tone.	Standard met	Which statement is correct about the narrator of this selection?	Explain an author’s use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze the impact of the author’s choice of words, word phrases, and conventions on meaning and tone.	Standard met	Which statement is correct about the narrator of this selection?	Explain an author’s use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Students are expected to build upon and continue applying previous learning.	Standard met	Which statement is correct about the narrator of this selection?	Explain an author’s use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Meaning and Context				
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	Standard met	According to the selection, when the goddess made spiders, she did not want them to speak. Why?	Write three “why” questions about things that happened in a selection and then answer those questions.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine the theme by recalling key details that support the theme.	Standard met	This selection is mainly about	Write an email to a friend and describe a selection you read.
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	Standard met	According to the selection, when the goddess made spiders, she did not want them to speak. Why?	Write three “why” questions about things that happened in a selection and then answer those questions.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine the development of a theme within a text; summarize using key details.	Standard met	This selection is mainly about	Write an email to a friend and describe a selection you read.
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.	Standard met	According to the selection, when the goddess made spiders, she did not want them to speak. Why?	Write three “why” questions about things that happened in a selection and then answer those questions.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine and analyze the development of a theme within a text; summarize using key details.	Standard met	This selection is mainly about	Write an email to a friend and describe a selection you read.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	According to the selection, when the goddess made spiders, she did not want them to speak. Why?	Write three “why” questions about things that happened in a selection and then answer those questions.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Standard met	This selection is mainly about	Write an email to a friend and describe a selection you read.
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	According to the selection, when the goddess made spiders, she did not want them to speak. Why?	Write three “why” questions about things that happened in a selection and then answer those questions.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine one or more themes and analyze the development; provide an objective summary.	Standard met	This selection is mainly about	Write an email to a friend and describe a selection you read.
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	According to the selection, when the goddess made spiders, she did not want them to speak. Why?	Write three “why” questions about things that happened in a selection and then answer those questions.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.	Standard met	This selection is mainly about	Write an email to a friend and describe a selection you read.

Grade 5 - Reading - Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Describe the structures an author uses to support specific points.	Standard met	Three of these statements about mangrove trees are correct. Which one is NOT correct?	Describe two important details that support the main idea of a selection and two other details that are not important to the main idea.
RI.LCS.8.1	Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Explain how the author uses words and phrases to inform, explain, or describe.	Standard met	Based on this excerpt, which of the following best describes the Night of the Radishes festival?	List words and phrases in a selection that helped you form a picture of a place, object, or event in a selection.
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Explain how an author uses reasons and evidence to support particular points.	Standard met	Three of these statements about mangrove trees are correct. Which one is NOT correct?	Describe two important details that support the main idea of a selection and two other details that are not important to the main idea.
RI.LCS.8.1	Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine how the author uses words and phrases to shape and clarify meaning.	Standard met	Based on this excerpt, which of the following best describes the Night of the Radishes festival?	List words and phrases in a selection that helped you form a picture of a place, object, or event in a selection.
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.	Standard met	Three of these statements about mangrove trees are correct. Which one is NOT correct?	Describe two important details that support the main idea of a selection and two other details that are not important to the main idea.
RI.LCS.8.1	Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze how the author uses words and phrases to shape and clarify meaning.	Standard met	Based on this excerpt, which of the following best describes the Night of the Radishes festival?	List words and phrases in a selection that helped you form a picture of a place, object, or event in a selection.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Standard met	Three of these statements about mangrove trees are correct. Which one is NOT correct?	Describe two important details that support the main idea of a selection and two other details that are not important to the main idea.
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.	Standard met	Based on this excerpt, which of the following best describes the Night of the Radishes festival?	List words and phrases in a selection that helped you form a picture of a place, object, or event in a selection.
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Standard met	Three of these statements about mangrove trees are correct. Which one is NOT correct?	Describe two important details that support the main idea of a selection and two other details that are not important to the main idea.
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.	Standard met	Based on this excerpt, which of the following best describes the Night of the Radishes festival?	List words and phrases in a selection that helped you form a picture of a place, object, or event in a selection.
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Standard met	Three of these statements about mangrove trees are correct. Which one is NOT correct?	Describe two important details that support the main idea of a selection and two other details that are not important to the main idea.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.	Standard met	Based on this excerpt, which of the following best describes the Night of the Radishes festival?	List words and phrases in a selection that helped you form a picture of a place, object, or event in a selection.

Grade 5 - Reading - Literary Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.	Standard met	By the end, what is the overall tone, or “feeling,” of this selection?	What words does an author use to create an excited or adventurous mood? Use details from a selection you have read to support and explain your answer.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	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.
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.	Standard met	By the end, what is the overall tone, or “feeling,” of this selection?	What words does an author use to create an excited or adventurous mood? Use details from a selection you have read to support and explain your answer.
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.	Standard met	By the end, what is the overall tone, or “feeling,” of this selection?	What words does an author use to create an excited or adventurous mood? Use details from a selection you have read to support and explain your answer.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze and cite examples of how the author’s choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.	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.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.	Standard met	By the end, what is the overall tone, or “feeling,” of this selection?	What words does an author use to create an excited or adventurous mood? Use details from a selection you have read to support and explain your answer.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze the author’s word and convention choices and draw conclusions about how they impact meaning and 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.
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.	Standard met	By the end, what is the overall tone, or “feeling,” of this selection?	What words does an author use to create an excited or adventurous mood? Use details from a selection you have read to support and explain your answer.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze the impact of the author’s choice of words, word phrases, and conventions on meaning and 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.
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Standard met	By the end, what is the overall tone, or “feeling,” of this selection?	What words does an author use to create an excited or adventurous mood? Use details from a selection you have read to support and explain your answer.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Students are expected to build upon and continue applying previous learning.	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.

Meaning and Context

RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine the theme by recalling key details that support the theme.	Standard met	Why were the gods doubtful about agreeing to the stranger’s price to build the fortress?	Write a new, different ending for a selection that changes the lesson (or theme) of the selection.
RL.MC.8.1.a	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Use text evidence to: - describe characters’ traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and	Standard met	How does Nicki’s mother react when the girls bring home the puppy?	Describe the mood of the characters in a selection. Why did the characters feel the way they did?
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine the development of a theme within a text; summarize using key details.	Standard met	Why were the gods doubtful about agreeing to the stranger’s price to build the fortress?	Write a new, different ending for a selection that changes the lesson (or theme) of the selection.
RL.MC.8.1.a	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Use text evidence to: - explain how conflicts cause the characters to change or revise plans while moving toward resolution; and	Standard met	How does Nicki’s mother react when the girls bring home the puppy?	Describe the mood of the characters in a selection. Why did the characters feel the way they did?
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine and analyze the development of a theme within a text; summarize using key details.	Standard met	Why were the gods doubtful about agreeing to the stranger’s price to build the fortress?	Write a new, different ending for a selection that changes the lesson (or theme) of the selection.
RL.MC.8.1.a	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Cite evidence within text to: - analyze two or more characters, events, or settings in a text and explain the impact on the plot; and,	Standard met	How does Nicki’s mother react when the girls bring home the puppy?	Describe the mood of the characters in a selection. Why did the characters feel the way they did?

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Standard met	Why were the gods doubtful about agreeing to the stranger's price to build the fortress?	Write a new, different ending for a selection that changes the lesson (or theme) of the selection.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine one or more themes and analyze the development; provide an objective summary.	Standard met	Why were the gods doubtful about agreeing to the stranger's price to build the fortress?	Write a new, different ending for a selection that changes the lesson (or theme) of the selection.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.	Standard met	Why were the gods doubtful about agreeing to the stranger's price to build the fortress?	Write a new, different ending for a selection that changes the lesson (or theme) of the selection.

Grade 6 - Inquiry-Based Literacy Standards

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis				
I.3.3	Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.	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.
I.3.3	Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	Standard met	Put the following jobs Sendak held before he became a famous author in order from first to last.	Create a timeline of the sequence of events in a selection. Use the Internet or other research tools to find other historical events that occurred during the same timeframe and incorporate the dates on your timeline.

Grade 6 - Reading - Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Meaning and Context				
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	Standard met	Read this excerpt from the selection. This example of a shoe fad shows that	Explain how prior knowledge helped you infer information from a selection.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Summarize multi-paragraph texts using key details to support the central idea.	Standard met	Put the following in the order in which they came to Honduras, starting with the earliest.	Write summary paragraphs for a prequel and sequel to a selection.
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	Standard met	Read this excerpt from the selection. This example of a shoe fad shows that	Explain how prior knowledge helped you infer information from a selection.
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Quote accurately from a text to analyze meaning in and beyond the text.	Standard met	Read this excerpt from the selection. This example of a shoe fad shows that	Explain how prior knowledge helped you infer information from a selection.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Summarize a text with two or more central ideas; cite key supporting details.	Standard met	Put the following in the order in which they came to Honduras, starting with the earliest.	Write summary paragraphs for a prequel and sequel to a selection.
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	Read this excerpt from the selection. This example of a shoe fad shows that	Explain how prior knowledge helped you infer information from a selection.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Provide an objective summary of a text with two or more central ideas; cite key supporting details.	Standard met	Put the following in the order in which they came to Honduras, starting with the earliest.	Write summary paragraphs for a prequel and sequel to a selection.
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	Read this excerpt from the selection. This example of a shoe fad shows that	Explain how prior knowledge helped you infer information from a selection.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.	Standard met	Put the following in the order in which they came to Honduras, starting with the earliest.	Write summary paragraphs for a prequel and sequel to a selection.
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	Read this excerpt from the selection. This example of a shoe fad shows that	Explain how prior knowledge helped you infer information from a selection.

Principles of Reading

RI.P.4.3	Read with sufficient accuracy and fluency to support comprehension. - Students are expected to build upon and continue applying previous learning.	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.
RI.P.4.3	Read with sufficient accuracy and fluency to support comprehension. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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.

Grade 6 - Reading - Literary Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RL.LCS.12.1	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.	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?
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.	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.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	Standard met	The genre of this selection could be described as	Choose a narrative text. Describe how the author uses language and dialogue to relay information about characters and events.
RL.LCS.12.1	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	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?
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.	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.
RL.LCS.12.1	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.	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?

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.	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.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze and cite examples of how the author’s choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.	Standard met	The genre of this selection could be described as	Choose a narrative text. Describe how the author uses language and dialogue to relay information about characters and events.
RL.LCS.12.1	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Standard met	The narrator of this selection is a	Explain why an author chose to organize a selection’s plot in an unconventional way. What benefits or disadvantages resulted from the action being presented in this way?
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.	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.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze the author’s word and convention choices and draw conclusions about how they impact meaning and tone.	Standard met	The genre of this selection could be described as	Choose a narrative text. Describe how the author uses language and dialogue to relay information about characters and events.
RL.LCS.12.1	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Analyze how complex text structures in prose, drama, and poetry contribute to development of theme, setting, or plot.	Standard met	The narrator of this selection is a	Explain why an author chose to organize a selection’s plot in an unconventional way. What benefits or disadvantages resulted from the action being presented in this way?

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.	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.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze the impact of the author’s choice of words, word phrases, and conventions on meaning and tone.	Standard met	The genre of this selection could be described as	Choose a narrative text. Describe how the author uses language and dialogue to relay information about characters and events.
RL.LCS.12.1	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Compare and contrast the structure of two or more texts with similar topics or themes and analyze how the differing structure of each contributes to meaning.	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?
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	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.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Students are expected to build upon and continue applying previous learning.	Standard met	The genre of this selection could be described as	Choose a narrative text. Describe how the author uses language and dialogue to relay information about characters and events.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Meaning and Context				
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	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.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine the theme by recalling key details that support the theme.	Standard met	This selection is mainly about the Civil War and	Describe how the same theme is represented in two different selections. Compare/contrast how the theme is represented through characters and events in both selections.
RL.MC.7.2	Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. - Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.	Standard met	This selection is mainly about the Civil War and	Describe how the same theme is represented in two different selections. Compare/contrast how the theme is represented through characters and events in both selections.
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	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.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine the development of a theme within a text; summarize using key details.	Standard met	This selection is mainly about the Civil War and	Describe how the same theme is represented in two different selections. Compare/contrast how the theme is represented through characters and events in both selections.
RL.MC.7.2	Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. - Compare and contrast the treatment of similar themes, topics, and patterns of events in texts and diverse media.	Standard met	This selection is mainly about the Civil War and	Describe how the same theme is represented in two different selections. Compare/contrast how the theme is represented through characters and events in both selections.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.	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.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine and analyze the development of a theme within a text; summarize using key details.	Standard met	This selection is mainly about the Civil War and	Describe how the same theme is represented in two different selections. Compare/contrast how the theme is represented through characters and events in both selections.
RL.MC.7.2	Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. - Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities.	Standard met	This selection is mainly about the Civil War and	Describe how the same theme is represented in two different selections. Compare/contrast how the theme is represented through characters and events in both selections.
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	From what you have read, you can tell that Della and Jim lived in	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Standard met	This selection is mainly about the Civil War and	Describe how the same theme is represented in two different selections. Compare/contrast how the theme is represented through characters and events in both selections.
RL.MC.7.2	Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	Standard met	This selection is mainly about the Civil War and	Describe how the same theme is represented in two different selections. Compare/contrast how the theme is represented through characters and events in both selections.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.MC.8.1	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters.	Standard met	What does Alice’s decision to jump into the rabbit-hole tell about her character?	Imagine you are the main character in a selection you read. Would your emotional reactions to events in the selection be the same as those of the actual character? Explain why or why not.
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	From what you have read, you can tell that Della and Jim lived in	Describe how you arrived at conclusions about a selection’s main idea and characters if information about these text elements was not directly stated.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine one or more themes and analyze the development; provide an objective summary.	Standard met	This selection is mainly about the Civil War and	Describe how the same theme is represented in two different selections. Compare/contrast how the theme is represented through characters and events in both selections.
RL.MC.7.2	Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. - Compare and contrast a literary depiction of a time, place, or character to a historical account of the same period to understand how authors use or alter history for rhetorical effect.	Standard met	This selection is mainly about the Civil War and	Describe how the same theme is represented in two different selections. Compare/contrast how the theme is represented through characters and events in both selections.
RL.MC.8.1	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.	Standard met	What does Alice’s decision to jump into the rabbit-hole tell about her character?	Imagine you are the main character in a selection you read. Would your emotional reactions to events in the selection be the same as those of the actual character? Explain why or why not.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	From what you have read, you can tell that Della and Jim lived in	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.	Standard met	This selection is mainly about the Civil War and	Describe how the same theme is represented in two different selections. Compare/contrast how the theme is represented through characters and events in both selections.
RL.MC.7.2	Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.	Standard met	This selection is mainly about the Civil War and	Describe how the same theme is represented in two different selections. Compare/contrast how the theme is represented through characters and events in both selections.
RL.MC.8.1	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.	Standard met	What does Alice's decision to jump into the rabbit-hole tell about her character?	Imagine you are the main character in a selection you read. Would your emotional reactions to events in the selection be the same as those of the actual character? Explain why or why not.

Grade 7 - Reading - Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RI.LCS.10.1	Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. - State the author’s purpose; distinguish one’s own perspective from that of the author.	Standard met	Why does the author include these quotes by Thomas Mayfield?	How effective were the words and writing style used by the author of a selection? Explain why.
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Describe the structures an author uses to support specific points.	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.
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Explain how the author uses words and phrases to inform, explain, or describe.	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.
RI.LCS.10.1	Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. - Identify and describe the difference between a primary and secondary account of the same event or topic.	Standard met	Why does the author include these quotes by Thomas Mayfield?	How effective were the words and writing style used by the author of a selection? Explain why.
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Explain how an author uses reasons and evidence to support particular points.	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.
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine how the author uses words and phrases to shape and clarify meaning.	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.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.LCS.10.1	Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style. - Compare and contrast a primary and secondary account of the same event or topic.	Standard met	Why does the author include these quotes by Thomas Mayfield?	How effective were the words and writing style used by the author of a selection? Explain why.
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.	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.
RI.LCS.8.1	Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze how the author uses words and phrases to shape and clarify meaning.	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.
RI.LCS.10.1	Analyze and provide evidence of how the author's choice of purpose or perspective shapes content, meaning, and style. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.	Standard met	Why does the author include these quotes by Thomas Mayfield?	How effective were the words and writing style used by the author of a selection? Explain why.
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	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.
RI.LCS.8.1	Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.	Standard met	If you saw two engines, one from a hybrid car and one from a standard car, how could you tell which one belonged to the hybrid?	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.LCS.10.1	Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style. - Determine an author’s perspective or purpose and analyze how the author distinguishes his/her position from others.	Standard met	Why does the author include these quotes by Thomas Mayfield?	How effective were the words and writing style used by the author of a selection? Explain why.
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Standard met	Based on this excerpt, what does the author do to present an unbiased opinion?	Write a newspaper editorial or blog post to support an opinion expressed in a selection you read.
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.	Standard met	If you saw two engines, one from a hybrid car and one from a standard car, how could you tell which one belonged to the hybrid?	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.
RI.LCS.10.1	Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style. - Determine an author’s perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.	Standard met	Why does the author include these quotes by Thomas Mayfield?	How effective were the words and writing style used by the author of a selection? Explain why.
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	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.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.	Standard met	If you saw two engines, one from a hybrid car and one from a standard car, how could you tell which one belonged to the hybrid?	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.

Meaning and Context

RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	Standard met	How can the sense of taste protect people from harm?	Explain how prior knowledge helped you infer information from a selection.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Summarize multi-paragraph texts using key details to support the central idea.	Standard met	What were the two most significant contributions of the Tuskegee Airmen?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	Standard met	How can the sense of taste protect people from harm?	Explain how prior knowledge helped you infer information from a selection.
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Quote accurately from a text to analyze meaning in and beyond the text.	Standard met	How can the sense of taste protect people from harm?	Explain how prior knowledge helped you infer information from a selection.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Summarize a text with two or more central ideas; cite key supporting details.	Standard met	What were the two most significant contributions of the Tuskegee Airmen?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	How can the sense of taste protect people from harm?	Explain how prior knowledge helped you infer information from a selection.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Provide an objective summary of a text with two or more central ideas; cite key supporting details.	Standard met	What were the two most significant contributions of the Tuskegee Airmen?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	How can the sense of taste protect people from harm?	Explain how prior knowledge helped you infer information from a selection.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.	Standard met	What were the two most significant contributions of the Tuskegee Airmen?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	How can the sense of taste protect people from harm?	Explain how prior knowledge helped you infer information from a selection.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Principles of Reading				
RI.P.4.3	Read with sufficient accuracy and fluency to support comprehension. - Students are expected to build upon and continue applying previous learning.	Standard met	In this excerpt, the word “score” most closely means	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.
RI.P.4.3	Read with sufficient accuracy and fluency to support comprehension. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Standard met	In this excerpt, the word “score” most closely means	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.

Grade 7 - Reading - Literary Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RL.LCS.11.1	Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style. - Explain the differences between first and third person points of view.	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.
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.	Standard met	In this excerpt, when Mr. Matas uses the phrase “withered plants,” he is really talking about the	Write short paragraphs that demonstrate use of simile, metaphor, idiom, and hyperbole.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	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.
RL.LCS.11.1	Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style. - Compare and contrast first and third person points of view; determine how an author’s choice of point of view influences the content and meaning.	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.
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.	Standard met	In this excerpt, when Mr. Matas uses the phrase “withered plants,” he is really talking about the	Write short paragraphs that demonstrate use of simile, metaphor, idiom, and hyperbole.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.LCS.11.1	Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style. - Explain how the author’s choice of the point of view of a narrator or character impacts content, meaning, and how events are described.	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.
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.	Standard met	In this excerpt, when Mr. Matas uses the phrase “withered plants,” he is really talking about the	Write short paragraphs that demonstrate use of simile, metaphor, idiom, and hyperbole.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze and cite examples of how the author’s choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.	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.
RL.LCS.11.1	Analyze and provide evidence of how the author’s choice of point of view, perspective or purpose shapes content, meaning, and style. - Explain how an author’s development of the point of view of the narrator or speaker impacts content, meaning, and style.	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.
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.	Standard met	In this excerpt, when Mr. Matas uses the phrase “withered plants,” he is really talking about the	Write short paragraphs that demonstrate use of simile, metaphor, idiom, and hyperbole.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze the author’s word and convention choices and draw conclusions about how they impact meaning and tone.	Standard met	Which quote represents an important change in the plot?	Explain an author’s use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.LCS.11.1	Analyze and provide evidence of how the author’s choice of point of view, perspective or purpose shapes content, meaning, and style. - Analyze how an author develops and contrasts points of view to impact content, meaning, and style.	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.
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.	Standard met	In this excerpt, when Mr. Matas uses the phrase “withered plants,” he is really talking about the	Write short paragraphs that demonstrate use of simile, metaphor, idiom, and hyperbole.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze the impact of the author’s choice of words, word phrases, and conventions on meaning and tone.	Standard met	Which quote represents an important change in the plot?	Explain an author’s use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
RL.LCS.11.1	Analyze and provide evidence of how the author’s choice of point of view, perspective or purpose shapes content, meaning, and style. - Analyze how the author’s development of perspectives of the characters and the reader create suspense or humor.	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.
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Standard met	In this excerpt, when Mr. Matas uses the phrase “withered plants,” he is really talking about the	Write short paragraphs that demonstrate use of simile, metaphor, idiom, and hyperbole.
RL.LCS.9.2	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Students are expected to build upon and continue applying previous learning.	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.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Meaning and Context				
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	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.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine the theme by recalling key details that support the theme.	Standard met	Which were the two major activities of the Knights of the Round Table?	Create a Facebook fan page for a selection. Include the most important information to share with fans.
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	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.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine the development of a theme within a text; summarize using key details.	Standard met	Which were the two major activities of the Knights of the Round Table?	Create a Facebook fan page for a selection. Include the most important information to share with fans.
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.	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.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine and analyze the development of a theme within a text; summarize using key details.	Standard met	Which were the two major activities of the Knights of the Round Table?	Create a Facebook fan page for a selection. Include the most important information to share with fans.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	Based on the selection, which two factors helped the kidnapper get away with Buck undetected?	List two to four supporting characters in a selection and explain their relationship to the selection's main protagonist.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Standard met	Which were the two major activities of the Knights of the Round Table?	Create a Facebook fan page for a selection. Include the most important information to share with fans.
RL.MC.8.1	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters.	Standard met	From this last paragraph, you can conclude that	Describe three things that happened in a selection and how they foreshadowed subsequent events.
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	Based on the selection, which two factors helped the kidnapper get away with Buck undetected?	List two to four supporting characters in a selection and explain their relationship to the selection's main protagonist.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine one or more themes and analyze the development; provide an objective summary.	Standard met	Which were the two major activities of the Knights of the Round Table?	Create a Facebook fan page for a selection. Include the most important information to share with fans.
RL.MC.8.1	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.	Standard met	From this last paragraph, you can conclude that	Describe three things that happened in a selection and how they foreshadowed subsequent events.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	Based on the selection, which two factors helped the kidnapper get away with Buck undetected?	List two to four supporting characters in a selection and explain their relationship to the selection's main protagonist.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.	Standard met	Which were the two major activities of the Knights of the Round Table?	Create a Facebook fan page for a selection. Include the most important information to share with fans.
RL.MC.8.1	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.	Standard met	From this last paragraph, you can conclude that	Describe three things that happened in a selection and how they foreshadowed subsequent events.

Grade 8 - Reading - Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RI.LCS.10.1	Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. - State the author’s purpose; distinguish one’s own perspective from that of the author.	Standard met	The author’s purpose in writing this selection was	How does the author progress a selection to its conclusion? Provide three examples.
RI.LCS.11.1	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Identify problem and solution, description, and question and answer structures to locate information and gain meaning.	Standard met	The author uses the structure pictured in this image as a symbol for	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.
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Describe the structures an author uses to support specific points.	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.
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Explain how the author uses words and phrases to inform, explain, or describe.	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.
RI.LCS.10.1	Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. - Identify and describe the difference between a primary and secondary account of the same event or topic.	Standard met	The author’s purpose in writing this selection was	How does the author progress a selection to its conclusion? Provide three examples.
RI.LCS.11.1	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Apply knowledge of text structures to describe how structures contribute to meaning.	Standard met	The author uses the structure pictured in this image as a symbol for	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.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Explain how an author uses reasons and evidence to support particular points.	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.
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine how the author uses words and phrases to shape and clarify meaning.	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.
RI.LCS.10.1	Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. - Compare and contrast a primary and secondary account of the same event or topic.	Standard met	The author’s purpose in writing this selection was	How does the author progress a selection to its conclusion? Provide three examples.
RI.LCS.11.1	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Apply knowledge of text structures across multiple texts to locate information and gain meaning.	Standard met	The author uses the structure pictured in this image as a symbol for	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.
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.	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.
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze how the author uses words and phrases to shape and clarify meaning.	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.
RI.LCS.10.1	Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.	Standard met	The author’s purpose in writing this selection was	How does the author progress a selection to its conclusion? Provide three examples.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.LCS.11.1	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Identify text features and structures that support an author’s idea or claim.	Standard met	The author uses the structure pictured in this image as a symbol for	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.
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	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.
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.	Standard met	If you were watching a Clay boxing match, you most likely would see Clay	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.
RI.LCS.10.1	Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style. - Determine an author’s perspective or purpose and analyze how the author distinguishes his/her position from others.	Standard met	The author’s purpose in writing this selection was	How does the author progress a selection to its conclusion? Provide three examples.
RI.LCS.11.1	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Determine the impact of text features and structures on an author’s ideas or claims.	Standard met	The author uses the structure pictured in this image as a symbol for	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.
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	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.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.	Standard met	If you were watching a Clay boxing match, you most likely would see Clay	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.
RI.LCS.10.1	Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style. - Determine an author’s perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.	Standard met	The author’s purpose in writing this selection was	How does the author progress a selection to its conclusion? Provide three examples.
RI.LCS.11.1	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Analyze the impact of text features and structures on authors’ similar ideas or claims about the same topic.	Standard met	The author uses the structure pictured in this image as a symbol for	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.
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Standard met	Choose the sentence in this excerpt that states the author’s opinion.	Use the Internet and other research tools to find evidence that refutes an idea, belief, or theme presented in a selection.
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.	Standard met	If you were watching a Clay boxing match, you most likely would see Clay	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Meaning and Context				
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Summarize multi-paragraph texts using key details to support the central idea.	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.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Summarize a text with two or more central ideas; cite key supporting details.	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.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Provide an objective summary of a text with two or more central ideas; cite key supporting details.	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.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.	Standard met	Based on this excerpt, which two factors laid the foundation for Franklin’s work ethic?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.

Grade 8 - Reading - Literary Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RL.LCS.10.1	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. - Use paragraph-level context to determine the meaning of words and phrases.	Standard met	In this excerpt, what does the banquet guest mean when he says, "It was food and drink to me to look, and look, and look at that idol"?	Explain how a character's actions or attitude can change the meaning of a word or phrase.
RL.LCS.12.2	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.	Standard met	How does the author highlight the poor conditions experienced by third-class passengers during their voyage?	Explain why an author chose to organize a selection's plot in an unconventional way. What benefits or disadvantages resulted from the action being presented in this way?
RL.LCS.9.1	Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.	Standard met	In this excerpt, what does the banquet guest mean when he says, "It was food and drink to me to look, and look, and look at that idol"?	Explain how a character's actions or attitude can change the meaning of a word or phrase.
RL.LCS.10.1	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. - Use definitions, examples, and restatements to determine the meaning of words or phrases.	Standard met	In this excerpt, what does the banquet guest mean when he says, "It was food and drink to me to look, and look, and look at that idol"?	Explain how a character's actions or attitude can change the meaning of a word or phrase.
RL.LCS.12.2	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Determine characteristics of crafted text structures and describe why an author uses this structure.	Standard met	How does the author highlight the poor conditions experienced by third-class passengers during their voyage?	Explain why an author chose to organize a selection's plot in an unconventional way. What benefits or disadvantages resulted from the action being presented in this way?

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.	Standard met	In this excerpt, what does the banquet guest mean when he says, “It was food and drink to me to look, and look, and look at that idol”?	Explain how a character’s actions or attitude can change the meaning of a word or phrase.
RL.LCS.10.1	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. - Use cause and effect relationships and comparisons to determine the meaning of words or phrases.	Standard met	In this excerpt, what does the banquet guest mean when he says, “It was food and drink to me to look, and look, and look at that idol”?	Explain how a character’s actions or attitude can change the meaning of a word or phrase.
RL.LCS.12.2	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Compare how different crafted text structures contribute to meaning and impact the reader.	Standard met	How does the author highlight the poor conditions experienced by third-class passengers during their voyage?	Explain why an author chose to organize a selection’s plot in an unconventional way. What benefits or disadvantages resulted from the action being presented in this way?
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.	Standard met	In this excerpt, what does the banquet guest mean when he says, “It was food and drink to me to look, and look, and look at that idol”?	Explain how a character’s actions or attitude can change the meaning of a word or phrase.
RL.LCS.10.1	Apply a range of strategies to determine the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. - Use the overall meaning of a text or a word’s position or function to determine the meaning of a word or phrase.	Standard met	In this excerpt, what does the banquet guest mean when he says, “It was food and drink to me to look, and look, and look at that idol”?	Explain how a character’s actions or attitude can change the meaning of a word or phrase.
RL.LCS.12.2	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Compare and contrast how different text structures contribute to meaning and impact the reader.	Standard met	How does the author highlight the poor conditions experienced by third-class passengers during their voyage?	Explain why an author chose to organize a selection’s plot in an unconventional way. What benefits or disadvantages resulted from the action being presented in this way?

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.	Standard met	In this excerpt, what does the banquet guest mean when he says, “It was food and drink to me to look, and look, and look at that idol”?	Explain how a character’s actions or attitude can change the meaning of a word or phrase.
RL.LCS.10.1	Apply a range of strategies to determine the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. - Use context clues to determine meanings of words and phrases.	Standard met	In this excerpt, what does the banquet guest mean when he says, “It was food and drink to me to look, and look, and look at that idol”?	Explain how a character’s actions or attitude can change the meaning of a word or phrase.
RL.LCS.12.2	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Analyze the author’s choice of structures within the text and draw conclusions about how they impact meaning.	Standard met	How does the author highlight the poor conditions experienced by third-class passengers during their voyage?	Explain why an author chose to organize a selection’s plot in an unconventional way. What benefits or disadvantages resulted from the action being presented in this way?
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.	Standard met	In this excerpt, what does the banquet guest mean when he says, “It was food and drink to me to look, and look, and look at that idol”?	Explain how a character’s actions or attitude can change the meaning of a word or phrase.
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Standard met	In this excerpt, what does the banquet guest mean when he says, “It was food and drink to me to look, and look, and look at that idol”?	Explain how a character’s actions or attitude can change the meaning of a word or phrase.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Meaning and Context				
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	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?
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine the theme by recalling key details that support the theme.	Standard met	This selection is mainly about dinosaurs and	(Theme: change) Describe a character who underwent a major change and what happened as a result.
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	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?
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine the development of a theme within a text; summarize using key details.	Standard met	This selection is mainly about dinosaurs and	(Theme: change) Describe a character who underwent a major change and what happened as a result.
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.	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?
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine and analyze the development of a theme within a text; summarize using key details.	Standard met	This selection is mainly about dinosaurs and	(Theme: change) Describe a character who underwent a major change and what happened as a result.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	Choose the sentence in this excerpt that explains why the damage to the “Scotia” made big news.	What text clues in a selection led you to conclude that a character was good or evil?
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Standard met	This selection is mainly about dinosaurs and	(Theme: change) Describe a character who underwent a major change and what happened as a result.
RL.MC.8.1	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters.	Standard met	How could Steve’s case of MRSA be viewed as something positive?	Describe a selection that had a cliffhanger ending and explain why you were unable to predict the ending from context clues.
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	Choose the sentence in this excerpt that explains why the damage to the “Scotia” made big news.	What text clues in a selection led you to conclude that a character was good or evil?
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine one or more themes and analyze the development; provide an objective summary.	Standard met	This selection is mainly about dinosaurs and	(Theme: change) Describe a character who underwent a major change and what happened as a result.
RL.MC.8.1	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.	Standard met	How could Steve’s case of MRSA be viewed as something positive?	Describe a selection that had a cliffhanger ending and explain why you were unable to predict the ending from context clues.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	Choose the sentence in this excerpt that explains why the damage to the “Scotia” made big news.	What text clues in a selection led you to conclude that a character was good or evil?
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.	Standard met	This selection is mainly about dinosaurs and	(Theme: change) Describe a character who underwent a major change and what happened as a result.
RL.MC.8.1	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.	Standard met	How could Steve’s case of MRSA be viewed as something positive?	Describe a selection that had a cliffhanger ending and explain why you were unable to predict the ending from context clues.

Grade 9 - Inquiry-Based Literacy Standards

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively				
I.5.2	Employ past learning to monitor and assess current learning to guide inquiry.	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.
I.5.2	Employ past and present learning in order to monitor and guide inquiry.	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.
I.5.2	Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.	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.

Grade 9 - Reading - Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RI.LCS.10.1	Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. - Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Standard met	What is the author’s purpose in describing other towers in the beginning of this selection?	Describe how the author of an argument tries to prove that he or she is right.
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.	Standard met	Reread this excerpt. What does the image of “the panting of the locomotive” symbolize?	Describe how metaphor, simile, hyperbole, or personification is used in a selection and explain how it enhances or distracts from the selection.
RI.LCS.8.2	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine how an author uses text features and structures to shape meaning and tone.	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.
RI.LCS.9.1	Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. - Use context clues to determine meanings of words and phrases.	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.
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative, connotative, or technical meanings of words and phrases; analyze the cumulative impact of specific words and phrases on meaning and tone.	Standard met	Reread this excerpt. What does the image of “the panting of the locomotive” symbolize?	Describe how metaphor, simile, hyperbole, or personification is used in a selection and explain how it enhances or distracts from the selection.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.LCS.8.2	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Explain how the author’s meaning and tone are developed and refined by text features and structures.	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.
RI.LCS.10.1	Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. - Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	Standard met	What is the author’s purpose in describing other towers in the beginning of this selection?	Describe how the author of an argument tries to prove that he or she is right.
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative, connotative, or technical meanings of words and phrases; analyze how an author uses and refines words and phrases over the course of a text.	Standard met	Reread this excerpt. What does the image of “the panting of the locomotive” symbolize?	Describe how metaphor, simile, hyperbole, or personification is used in a selection and explain how it enhances or distracts from the selection.
RI.LCS.8.2	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.	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.
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative, connotative, or technical meanings of words and phrases; compare and contrast how authors use and refine words or phrases.	Standard met	Reread this excerpt. What does the image of “the panting of the locomotive” symbolize?	Describe how metaphor, simile, hyperbole, or personification is used in a selection and explain how it enhances or distracts from the selection.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Meaning and Context				
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. - Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.	Standard met	According to Professor Decker, what was the most important benefit of teaching his students about DNA?	When reading for information, why is it important to concentrate on the most important facts? Give an example from your social studies or science textbook of how you would do this.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Standard met	The author of this selection is most likely to agree with which of the following statements?	Write a summary of a selection from a perspective that is opposite from the selection.
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. - Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.	Standard met	According to Professor Decker, what was the most important benefit of teaching his students about DNA?	When reading for information, why is it important to concentrate on the most important facts? Give an example from your social studies or science textbook of how you would do this.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.	Standard met	The author of this selection is most likely to agree with which of the following statements?	Write a summary of a selection from a perspective that is opposite from the selection.
Principles of Reading				
RI.P.4.3	Read with sufficient accuracy and fluency to support comprehension. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.	Standard met	In this excerpt, the word “intersection” refers to	Explain how the context of a selection helped you to understand a word or phrase you did not know.

Grade 9 - Reading - Literary Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.	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.
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative and connotative meanings of words and phrases; analyze the cumulative impact of specific word choices on meaning and tone.	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.
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze and interpret the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.	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.
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Evaluate the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.	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.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Meaning and Context				
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.	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.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Standard met	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.
RL.MC.8.1	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.	Standard met	Based on this excerpt, the old stranger mentions there is a young man with him because	Describe a scene from a selection. Explain how you put together clues from that scene to figure out how and why something happened.
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.	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.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary.	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.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.MC.8.1	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.	Standard met	Based on this excerpt, the old stranger mentions there is a young man with him because	Describe a scene from a selection. Explain how you put together clues from that scene to figure out how and why something happened.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Analyze the development of related themes across a variety of texts citing evidence to support analysis; provide an objective summary.	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.

Grade 10 - Inquiry-Based Literacy Standards

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis				
I.3.3	Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.	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.
I.3.3	Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	Standard met	America's dependence on foreign energy sources	Create a news report based on a selection you have read. Report facts from the selection as well as additional facts you researched from reputable sources.

Grade 10 - Reading - Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RI.LCS.10.1	Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. - Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	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.
RI.LCS.11.1	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Explain how the author’s ideas or claims are supported through the use of text features and structures.	Standard met	If this excerpt on DePrince became part of an autobiography, how would it be different?	Choose an expository piece, such as a speech or an essay. Describe how the author uses language to relay information, or make (or respond) to an argument.
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Standard met	In this excerpt, the author includes the quote from Carroll’s “High-Tech Trash” article most likely to	Describe how the author of an argument tries to prove that he or she is right.
RI.LCS.11.1	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Analyze in detail how the author’s ideas or claims are supported through the use of text features and structures.	Standard met	If this excerpt on DePrince became part of an autobiography, how would it be different?	Choose an expository piece, such as a speech or an essay. Describe how the author uses language to relay information, or make (or respond) to an argument.
RI.LCS.10.1	Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. - Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	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.
RI.LCS.11.1	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Evaluate the effectiveness of the author’s use of text features and structures to support a claim.	Standard met	If this excerpt on DePrince became part of an autobiography, how would it be different?	Choose an expository piece, such as a speech or an essay. Describe how the author uses language to relay information, or make (or respond) to an argument.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.	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.
RI.LCS.11.1	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Compare and contrast the effectiveness of authors’ uses of text features and structures to support similar claims.	Standard met	If this excerpt on DePrince became part of an autobiography, how would it be different?	Choose an expository piece, such as a speech or an essay. Describe how the author uses language to relay information, or make (or respond) to an argument.

Meaning and Context

RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. - Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.	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.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Standard met	What does this excerpt tell you about cryptanalysis?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. - Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.	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 South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.	Standard met	What does this excerpt tell you about cryptanalysis?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.

Grade 10 - Reading - Literary Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RL.LCS.10.1	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. - Use context clues to determine meanings of words and phrases.	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.
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.	Standard met	This selection can best be described as	Choose a narrative text. Describe how the author uses language and dialogue to relay information about characters and events.
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative and connotative meanings of words and phrases; analyze the cumulative impact of specific word choices on meaning and tone.	Standard met	This selection can best be described as	Choose a narrative text. Describe how the author uses language and dialogue to relay information about characters and events.
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze and interpret the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.	Standard met	This selection can best be described as	Choose a narrative text. Describe how the author uses language and dialogue to relay information about characters and events.
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Evaluate the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.	Standard met	This selection can best be described as	Choose a narrative text. Describe how the author uses language and dialogue to relay information about characters and events.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Meaning and Context				
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.	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.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Standard met	What 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.
RL.MC.8.1	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.	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.
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.	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.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary.	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.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.MC.8.1	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.	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.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Analyze the development of related themes across a variety of texts citing evidence to support analysis; provide an objective summary.	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.
Principles of Reading				
RL.P.4.3	Read 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 do the terms “buttonholed” and “buttonholing” mean in this part of the selection?	Explain how a character’s actions or attitude can change the meaning of a word or phrase.

Grade 11 - Reading - Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RI.LCS.10.1	Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style. - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Standard met	Why does Morley list the names of the books he purchased on Fifty-ninth Street in this essay?	How effective were the words and writing style used by the author of a selection? Explain why.
RI.LCS.11.1	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Explain how the author's ideas or claims are supported through the use of text features and structures.	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.
RI.LCS.8.1	Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.	Standard met	When a consumer joins a CSA, the process can be compared to	Describe how metaphor, simile, hyperbole, or personification is used in a selection and explain how it enhances or distracts from the selection.
RI.LCS.8.2	Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine how an author uses text features and structures to shape meaning and tone.	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.
RI.LCS.9.1	Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. - Use context clues to determine meanings of words and phrases.	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.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.LCS.11.1	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Analyze in detail how the author's ideas or claims are supported through the use of text features and structures.	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.
RI.LCS.8.1	Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative, connotative, or technical meanings of words and phrases; analyze the cumulative impact of specific words and phrases on meaning and tone.	Standard met	When a consumer joins a CSA, the process can be compared to	Describe how metaphor, simile, hyperbole, or personification is used in a selection and explain how it enhances or distracts from the selection.
RI.LCS.8.2	Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Explain how the author's meaning and tone are developed and refined by text features and structures.	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.
RI.LCS.10.1	Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style. - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	Standard met	Why does Morley list the names of the books he purchased on Fifty-ninth Street in this essay?	How effective were the words and writing style used by the author of a selection? Explain why.
RI.LCS.11.1	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Evaluate the effectiveness of the author's use of text features and structures to support a claim.	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.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative, connotative, or technical meanings of words and phrases; analyze how an author uses and refines words and phrases over the course of a text.	Standard met	When a consumer joins a CSA, the process can be compared to	Describe how metaphor, simile, hyperbole, or personification is used in a selection and explain how it enhances or distracts from the selection.
RI.LCS.8.2	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.	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.
RI.LCS.11.1	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Compare and contrast the effectiveness of authors’ uses of text features and structures to support similar claims.	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.
RI.LCS.8.1	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative, connotative, or technical meanings of words and phrases; compare and contrast how authors use and refine words or phrases.	Standard met	When a consumer joins a CSA, the process can be compared to	Describe how metaphor, simile, hyperbole, or personification is used in a selection and explain how it enhances or distracts from the selection.

Meaning and Context

RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. - Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.	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.
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Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Standard met	What are two distinctive features of the horseshoe crab’s anatomy?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. - Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.	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.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.	Standard met	What are two distinctive features of the horseshoe crab’s anatomy?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.

Principles of Reading

RI.P.4.3	Read with sufficient accuracy and fluency to support comprehension. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.	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.
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Grade 11 - Reading - Literary Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RL.LCS.11.1	Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style. - Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.	Standard met	Why does the author use the images of “dancing” and “moonlight” in the selection?	Assess the value or importance of an author’s choice of prose, setting, or characterization in a selection.
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.	Standard met	Why does the author use the images of “dancing” and “moonlight” in the selection?	Assess the value or importance of an author’s choice of prose, setting, or characterization in a selection.
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative and connotative meanings of words and phrases; analyze the cumulative impact of specific word choices on meaning and tone.	Standard met	Why does the author use the images of “dancing” and “moonlight” in the selection?	Assess the value or importance of an author’s choice of prose, setting, or characterization in a selection.
RL.LCS.11.1	Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style. - Analyze how point of view and author’s perspective and purpose shape content, meaning, and style, supports rhetorical or aesthetic purposes, and conveys cultural experience.	Standard met	Why does the author use the images of “dancing” and “moonlight” in the selection?	Assess the value or importance of an author’s choice of prose, setting, or characterization in a selection.
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze and interpret the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.	Standard met	Why does the author use the images of “dancing” and “moonlight” in the selection?	Assess the value or importance of an author’s choice of prose, setting, or characterization in a selection.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.LCS.11.1	Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style. - Analyze how point of view and author’s perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience.	Standard met	Why does the author use the images of “dancing” and “moonlight” in the selection?	Assess the value or importance of an author’s choice of prose, setting, or characterization in a selection.
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Evaluate the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.	Standard met	Why does the author use the images of “dancing” and “moonlight” in the selection?	Assess the value or importance of an author’s choice of prose, setting, or characterization in a selection.

Meaning and Context

RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.	Standard met	Why did Sam’s mom display his trophies in the living room?	Describe how you arrived at conclusions about a selection’s main idea and characters if information about these text elements was not directly stated.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Standard met	What does this selection tell you about the Tourette Syndrome Youth Ambassador Program?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
RL.MC.8.1	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.	Standard met	Maddie’s parents took her to many clinics for tests so that she could be like a “normal” child. How did these visits make Maddie feel?	Give an example of how recognizing cause and effect helped you better understand the plot development of a selection.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.	Standard met	Why did Sam’s mom display his trophies in the living room?	Describe how you arrived at conclusions about a selection’s main idea and characters if information about these text elements was not directly stated.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary.	Standard met	What does this selection tell you about the Tourette Syndrome Youth Ambassador Program?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
RL.MC.8.1	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.	Standard met	Maddie’s parents took her to many clinics for tests so that she could be like a “normal” child. How did these visits make Maddie feel?	Give an example of how recognizing cause and effect helped you better understand the plot development of a selection.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Analyze the development of related themes across a variety of texts citing evidence to support analysis; provide an objective summary.	Standard met	What does this selection tell you about the Tourette Syndrome Youth Ambassador Program?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.

Grade 12 - Reading - Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RI.LCS.10.1	Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. - Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	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.
RI.LCS.11.1	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Explain how the author’s ideas or claims are supported through the use of text features and structures.	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.
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	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.
RI.LCS.8.2	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Determine how an author uses text features and structures to shape meaning and tone.	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.
RI.LCS.11.1	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Analyze in detail how the author’s ideas or claims are supported through the use of text features and structures.	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.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.LCS.8.2	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Explain how the author’s meaning and tone are developed and refined by text features and structures.	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.
RI.LCS.10.1	Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. - Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	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.
RI.LCS.11.1	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Evaluate the effectiveness of the author’s use of text features and structures to support a claim.	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.
RI.LCS.11.2	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.	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.
RI.LCS.8.2	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.	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.
RI.LCS.11.1	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. - Compare and contrast the effectiveness of authors’ uses of text features and structures to support similar claims.	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.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Meaning and Context				
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. - Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.	Standard met	In the end, the Harlem Renaissance gave African Americans a sense of	Do people learn by studying the past? Use details from a selection you have read, as well as your reasoning skills, to support your answer.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Standard met	What is the main idea of this selection?	Using the Internet or other research tools, find three additional pieces of information that support the main idea stated in the selection.
RI.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. - Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.	Standard met	In the end, the Harlem Renaissance gave African Americans a sense of	Do people learn by studying the past? Use details from a selection you have read, as well as your reasoning skills, to support your answer.
RI.MC.6.1	Summarize key details and ideas to support analysis of central ideas. - Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.	Standard met	What is the main idea of this selection?	Using the Internet or other research tools, find three additional pieces of information that support the main idea stated in the selection.

Grade 12 - Reading - Literary Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Language, Craft, and Structure				
RL.LCS.10.1	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. - Use context clues to determine meanings of words and phrases.	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.
RL.LCS.11.1	Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style. - Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.	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?
RL.LCS.12.1	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Determine the significance of the author's use of text structure and plot organization to create the effects of mystery, tension, or surprise citing support 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?
RL.LCS.12.2	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Analyze how an author's choices concerning how to structure a text, order events within the text, and manipulate time create different effects.	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?
RL.LCS.9.1	Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.	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.

Reading Plus Alignment to the South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.LCS.12.1	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise citing support 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?
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Determine the figurative and connotative meanings of words and phrases; analyze the cumulative impact of specific word choices on meaning and tone.	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.
RL.LCS.11.1	Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style. - Analyze how point of view and author’s perspective and purpose shape content, meaning, and style, supports rhetorical or aesthetic purposes, and conveys cultural experience.	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?
RL.LCS.12.1	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Analyze the relationships among structure, plot, and manipulation of time to determine how meaning is derived citing support 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?
RL.LCS.12.2	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Analyze how an author’s choices concerning how to structure texts, order events within the text, and manipulate time create different effects.	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 South Carolina College- and Career-Ready Standards for Grades 1-12

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Analyze and interpret the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.	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.
RL.LCS.11.1	Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style. - Analyze how point of view and author’s perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience.	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?
RL.LCS.12.1	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Evaluate various texts to formulate a theory regarding the authors’ use of structure, plot, and manipulation of time citing support from the texts.	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?
RL.LCS.12.2	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. - Critique how an author’s choices concerning how to structure texts, order events within the text, and manipulate time create different effects.	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?
RL.LCS.9.1	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. - Evaluate the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.	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.

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STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Meaning and Context				
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.	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?
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Standard met	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.
RL.MC.8.1	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.	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.
RL.MC.5.1	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.	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?
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary.	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.

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RL.MC.8.1	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. - Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.	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.
RL.MC.6.1	Summarize key details and ideas to support analysis of thematic development. - Analyze the development of related themes across a variety of texts citing evidence to support analysis; provide an objective summary.	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.

Principles of Reading

RL.P.4.3	Read with sufficient accuracy and fluency to support comprehension. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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.
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