

Reading Plus Alignment to the Oklahoma Academic Standards for Grades 1-12

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Grade 1 - Reading Foundations with Reading and Writing Process

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will read and comprehend increasingly complex literary and informational texts.

1.2.R.1	Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.	Standard met	The first thing that happens in this selection is	Describe a selection's beginning, middle, and end.
1.2.R.2	Students will discriminate between fiction and nonfiction/informational text.	Standard met	This selection is best described as	How do you know if a text is fiction or non-fiction? Provide examples from texts you have read to support your ideas.
1.2.R.3	Students will sequence the events/ plot (i.e., beginning, middle, and end) of a story or text.	Standard met	The first thing that happens in this selection is	Describe a selection's beginning, middle, and end.

Grade 1 - Critical Reading and Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

1.3.R.1	Students will identify the author's purpose (i.e., tell a story, provide information) with guidance and support.	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.
1.3.R.2	Students will describe who is telling the story (i.e., point of view).	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.
1.3.R.3.a	Students will find textual evidence when provided with examples of literary elements and organization: setting (i.e., time, place)	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
1.3.R.3.b	Students will find textual evidence when provided with examples of literary elements and organization: plot	Standard met	The first thing that happens in this selection is	Describe a selection's beginning, middle, and end.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
1.3.R.3.c	Students will find textual evidence when provided with examples of literary elements and organization: main characters and their traits in a story	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.
1.3.R.4	Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?

Grade 1 - Vocabulary

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.				
1.4.R.3	Students will use context clues to determine the meaning of words with guidance and support.	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.
1.4.R.4	Students will name and sort words into categories based on common attributes.	Standard met	From what you have read, which animals look for food at night?	What makes a character a hero or a villain? List the names of characters who are heroes or villains and explain why they belong to that group. The characters can be from fiction or non-fiction texts.

Grade 1 - Research

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.				
1.6.R.2	Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.	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.

Grade 1 - Multimodal Literacies

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

1.7.R.2	Students will explore and compare how ideas and topics are depicted in a variety of media and formats.	Standard met	Which statement best describes the author's opinion about competition?	Explain how you can tell if an author is writing about something real or make-believe in a selection. Use examples from at least four selections you have read to support your argument.
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Grade 2 - Reading Foundations with Reading and Writing Process

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Reading: Students will read and comprehend increasingly complex literary and informational texts.				
2.2.R.1	Students will locate the main idea and supporting details of a text.	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.
2.2.R.2	Students will begin to compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.	Standard met	There are many ghost stories in cultures all over the world. Many ghost stories have strange things that happen in them, and they often take place in a lonely or quiet area with old buildings nearby. This selection can be called a ghost story because it tells about a	What makes a character a hero or a villain? List the names of characters who are heroes or villains and explain why they belong to that group. The characters can be from fiction or non-fiction texts.
2.2.R.3	Students will begin to summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.	Standard met	The people in the Native American tribe thought that Big Chief North Wind would be angry	Write an email to a friend and describe a selection you read.

Grade 2 - Critical Reading and Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.				
2.3.R.1	Students will determine the author's purpose (i.e., tell a story, provide information).	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.
2.3.R.3.b	Students will find textual evidence when provided with examples of literary elements and organization: plot	Standard met	Put these events from the selection in the order in which they occurred, from first to last.	Describe a selection's beginning, middle, and end.
2.3.R.3.c	Students will find textual evidence when provided with examples of literary elements and organization: characters	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?

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
2.3.R.3.d	Students will find textual evidence when provided with examples of literary elements and organization: characterization	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.
2.3.R.4.a	Students will find examples of literary devices: simile	Standard met	The author compares your body to a car because your body	Write a poem or song that compares two things using the word "as." For example, "she is as tall as a tree," or "he is as quiet as a mouse."
2.3.R.4.b	Students will find examples of literary devices: metaphor	Standard met	The author compares your body to a car because your body	Write a poem or song that compares two things using the word "as." For example, "she is as tall as a tree," or "he is as quiet as a mouse."
2.3.R.6	Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.	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.
2.3.R.7	Students will answer inferential questions (e.g., how and why) with guidance and support.	Standard met	Read this part from the selection. Which sentence explains why Mom needed to build shelves?	Write three "why" questions about a selection and provide evidence from the text on how those questions should be answered.

Grade 2 - Vocabulary

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.				
2.4.R.3	Students will use context clues to determine the meaning of words with guidance and support.	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.
2.4.R.4	Students will infer relationships among words, including synonyms, antonyms, and simple multiple-meaning 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.

Grade 2 - Research

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

2.6.R.2	Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text.	Standard met	Look at this image. How is it connected to the selection?	In what ways can maps help you to better understand the main idea and supporting details of a selection?
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Grade 3 - Reading Foundations with Reading and Writing Process

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will read and comprehend increasingly complex literary and informational texts.

3.2.R.1	Students will locate the main idea and key supporting details of a text or section of text.	Standard met	What is another good title for this selection?	Describe three clues in a selection that helped you determine the main idea of the selection.
3.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.	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.

Grade 3 - Critical Reading and Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

3.3.R.1	Students determine the author's stated and implied purpose (i.e., entertain, inform, persuade).	Standard met	The author wrote this selection mainly to	Write a letter to a friend that convinces him or her to read a selection you enjoyed. Give three reasons why your friend should read the selection.
3.3.R.2	Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.	Standard met	Why do people in China ask, "Have you had your rice today?"	Did the title of this selection provide you with clues about the selection's main idea? Why or why not?
3.3.R.6	Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.	Standard met	How is the information in this selection organized?	Describe a selection's beginning, middle, and end.
3.3.R.7	Students will ask and answer inferential questions using the text to support answers with guidance and support.	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 - Vocabulary

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

3.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.	Standard met	Read this part of the selection. Based on how it is used, what does the word "hit" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
3.4.R.4	Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.	Standard met	The author of this selection compares the snow piled around a Native American dwelling in the far north to a	List five words in a selection that helped you form a picture in your mind. Do additional research to find a synonym and antonym for each word, and use the word in a sentence.

Grade 3 - Research

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

3.6.R.2	Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.	Standard met	What is another good title for this selection?	Describe three clues in a selection that helped you determine the main idea of the selection.
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Grade 4 - Reading Foundations with Reading and Writing Process

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will read and comprehend increasingly complex literary and informational texts.

4.2.R.1	Students will distinguish how key details support the main idea of a passage.	Standard met	Reread these two excerpts. The Nazca lines are amazing examples of human skill and effort for which two main reasons?	Describe two important details that support the main idea of a selection and two other details that are not important to the main idea.
4.2.R.2	Students will compare and contrast details in literary and nonfiction/informational texts to discriminate various genres.	Standard partially met	Three of these statements about Sputnik and Hubble are correct. Which one is not correct?	Compare and contrast the biographies of two people in the same field (medicine, sports, music, science, etc.). Use details from two selections you have read.
4.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, conflict, and climax) of a story or text.	Standard met	Which of the following statements summarizes the author's opinion about heroes?	Use your own words to describe the ending of a selection.
4.2.R.4	Students will begin to paraphrase main ideas with supporting details in a text.	Standard met	What is the main idea of this selection?	Write an email to a friend and describe a selection you read.

Grade 4 - Critical Reading and Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

4.3.R.1	Students will determine the author's purpose (i.e., entertain, inform, persuade) and infer the difference between the stated and implied purpose.	Standard met	The author's purpose for writing this selection is to	Explain the reason why an author wrote a selection. Be sure to use evidence from the selection to support your answer.
4.3.R.3.b	Students will describe key literary elements: plot	Standard met	The strange, sharp noise Keneu's mother heard was made by	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.
4.3.R.3.c	Students will describe key literary elements: characters (i.e., protagonist, antagonist)	Standard met	Read this excerpt. Which two of the following characteristics best describe the crow that participated in this experiment?	Explain why you agree or disagree with the behavior of a character.

Reading Plus Alignment to the Oklahoma Academic Standards for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
4.3.R.3.d	Students will describe key literary elements: characterization	Standard met	Read this excerpt. Which two of the following characteristics best describe the crow that participated in this experiment?	Explain why you agree or disagree with the behavior of a character.
4.3.R.3.e	Students will describe key literary elements: theme	Standard met	The theme of a story is its message or "big idea." Which of the following phrases best summarizes the theme of this selection.	Use your own words to describe the ending of a selection.
4.3.R.4.h	Students will find examples of literary devices: tone	Standard met	What is the author's tone in this part of the selection?	Give examples of selections that did the following: made you laugh, taught you something new, changed your opinion about something, made you want to try to do something new.
4.3.R.5	Students will distinguish fact from opinion in a text and investigate facts for accuracy.	Standard met	Based on what you have read in this selection, which statement is correct?	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.
4.3.R.6	Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect).	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.
4.3.R.7	Students will ask and answer inferential questions using the text to support answers.	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 - Vocabulary

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<p>Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</p>				
4.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	Standard met	This selection describes a frog that puffs up with air to make a very loud sound. The selection says this kind of frog looks like a	List five words in a selection that helped you form a picture in your mind. Do additional research to find a synonym and antonym for each word, and use the word in a sentence.
4.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.	Standard met	Read this excerpt from the selection. Which of the following best described the meaning of the word "apt"?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
4.4.R.4	Students will infer relationships among words with multiple meanings, including synonyms, antonyms, and more complex homographs and homonyms.	Standard met	Read this excerpt from the selection. Which of the following best described the meaning of the word "apt"?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.

Grade 4 - Research

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<p>Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</p>				
4.6.R.2	Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to interpret a text.	Standard met	Look at this image. Based on what you read in the selection, why is this a risk to humans?	Choose an image from a non-fiction selection you have read. Create a list of all the information visible in the image that supports the facts presented in the selection.

Grade 4 - Multimodal Literacies

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

4.7.R.1	Students will locate, organize, and analyze information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.	Standard partially 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.
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Grade 5 - Reading Foundations with Reading and Writing Process

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will read and comprehend increasingly complex literary and informational texts.

5.2.R.2	Students will compare and contrast details in literary and nonfiction/informational texts to distinguish genres.	Standard met	This selection includes mythical characters and events that could not happen in real life. This selection can best be classified as what literary genre?	Describe two selections, one a fairy tale and one a biography. How are they different from one another?
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Grade 5 - Critical Reading and Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

5.3.R.1	Students will determine an author's stated or implied purpose and draw conclusions to evaluate how well the author's purpose was achieved.	Standard met	How does the author use conversation in this part of the selection?	Why would an author choose to tell a story that does not follow chronological order? Use an example from a fictional story you have read to support your argument.
5.3.R.2	Students will determine the point of view and describe how it affects grade-level literary and/or informational text.	Standard met	What is the author's opinion of the first African American professional basketball players?	Do you like to read selections in which the author lets you know his or her feelings? Would you rather read a selection that simply provides facts? Describe a selection you liked because the author did or did not show personal feelings.
5.3.R.3.c	Students will describe and find textual evidence of key literary elements: characters (i.e., protagonist, antagonist)	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?
5.3.R.3.d	Students will describe and find textual evidence of key literary elements: characterization	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?
5.3.R.3.e	Students will describe and find textual evidence of key literary elements: 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.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
5.3.R.4.g	Students will evaluate literary devices to support interpretations of literary texts: symbolism	Standard met	SADD was originally formed to help students understand the dangers of drunk driving. Which two sentences in this excerpt best explain the change and growth in the ongoing mission of SADD?	Describe an author's use of symbols in a selection that you have read. Explain what the symbols mean and how they connect to the characters and events in the selection.
5.3.R.4.h	Students will evaluate literary devices to support interpretations of literary texts: tone	Standard met	The mood in this excerpt can best be described as	Give examples of words from a selection that made the selection seem funny. Explain how these words help you know the selection is meant to be funny.
5.3.R.7	Students will compare and contrast texts and ideas within and between texts.	Standard met	This selection includes mythical characters and events that could not happen in real life. This selection can best be classified as what literary genre?	Describe two selections, one a fairy tale and one a biography. How are they different from one another?

Grade 5 - Vocabulary

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

5.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	Standard met	Read this excerpt. The man at the ship's wheel said, "Dead men tell no tales." What does this mean?	Find examples in five selections of words that describe things you can hear, see, or touch.
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Grade 6 - Reading Foundations with Reading and Writing Process

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will read and comprehend increasingly complex literary and informational texts.

6.2.R.1	Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.	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.
6.2.R.3	Students will paraphrase main ideas with supporting details in a text.	Standard met	Which two major contributions did Mr. Lowe make to the war effort?	Create a new graphic organizer that indicates a selection's main idea, characters, and supporting details, and how these three areas intersect.

Grade 6 - Critical Reading and Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

6.3.R.3.c	Students will analyze how key literary elements contribute to the meaning of the literary work: characters (i.e., protagonist, antagonist)	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.
6.3.R.3.d	Students will analyze how key literary elements contribute to the meaning of the literary work: characterization	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.
6.3.R.3.e	Students will analyze how key literary elements contribute to the meaning of the literary work: 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.
6.3.R.4.a	Students will evaluate literary devices to support interpretations of literary texts: simile	Standard met	Choose the sentence in which the author makes a comparison, using the figure of speech called a simile.	Describe how an author can use figurative language to create suspense and give an example from a selection.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
6.3.R.4.g	Students will evaluate literary devices to support interpretations of literary texts: symbolism	Standard met	In the following excerpt, which word indicates that the author is about to introduce a different thought?	Describe an author's use of symbols in a selection that you have read. Explain what the symbols represent and how they are applied to the characters and events in the selection.
6.3.R.4.h	Students will evaluate literary devices to support interpretations of literary texts: tone	Standard met	In this excerpt, the tone of Bianchi's remark could be described as	Imagine you are making a movie version of a fictional selection. Describe how you would shoot scenes from the selection to convey an appropriate mood and tone.
6.3.R.7	Students will analyze texts and ideas within and between texts and provide textual evidence to support their inferences.	Standard met	From what you have read, you can tell that Della and Jim lived in	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.

Grade 6 - Vocabulary

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

6.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	Standard met	According to this part in the selection, what is a "landing card"?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
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Grade 6 - Research

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

6.6.R.2	Students will record and organize information from various primary and secondary sources (e.g., print and digital).	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.
6.6.R.3	Students will determine the relevance, reliability, and validity of the information gathered.	Standard met	Which is the best example of how some space campers experience training conditions similar to those of real astronauts?	Imagine you are an attorney. Write an opening statement to the jury that argues the validity of a selection you read. Provide supportive evidence.

Grade 7 - Reading Foundations with Reading and Writing Process

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will read and comprehend increasingly complex literary and informational texts.

7.2.R.1	Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.	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.
7.2.R.2	Students will analyze details in literary and nonfiction/informational texts to distinguish genres.	Standard met	This selection is mainly about a	Using the Internet or other research tools, find three additional pieces of information that support the main idea stated in the selection.
7.2.R.3	Students will paraphrase main ideas with supporting details in a text.	Standard met	This selection is mainly about	Sometimes the main idea of a selection is not clear until you finish reading the text. Describe a selection you read that needed to be read from beginning to end before you had a full sense of the main idea.

Grade 7 - Critical Reading and Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

7.3.R.3.b	Students will analyze how key literary elements contribute to the meaning of the literary work: plot	Standard met	What did Francis Scott Key see that inspired him to write the words that would become "The Star-Spangled Banner"?	Pick an event from a selection and describe how you would make it into a scene for a movie.
7.3.R.3.c	Students will analyze how key literary elements contribute to the meaning of the literary work: characters (i.e., protagonist, antagonist)	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.
7.3.R.3.e	Students will analyze how key literary elements contribute to the meaning of the literary work: theme	Standard met	Which of the following attributes does the tortoise reward?	Sometimes the main idea of a selection is not clear until you finish reading the text. Describe a selection you read that needed to be read from beginning to end before you had a full sense of the main idea.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
7.3.R.4.b	Students will evaluate literary devices to support interpretations of literary texts: metaphor	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.
7.3.R.4.h	Students will evaluate literary devices to support interpretations of literary texts: tone	Standard met	In this excerpt, the author creates a mood of	What kinds of language or other text structure elements (tone) are used to create an excited or adventurous mood? Use details from a selection you have read to illustrate and explain your answer.

Grade 7 - Vocabulary

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.				
7.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	Standard met	In this excerpt, what is the meaning of the word "cropping"?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
7.4.R.4	Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.	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 8 - Critical Reading and Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

8.3.R.3.b	Students will analyze how authors use key literary elements to contribute to the meaning of a text: plot	Standard met	What does this excerpt tell you about the relocation center?	Write ten "Tweets" describing the plots of your favorite stories.
8.3.R.3.c	Students will analyze how authors use key literary elements to contribute to the meaning of a text: characters (i.e., protagonist, antagonist)	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.
8.3.R.3.d	Students will analyze how authors use key literary elements to contribute to the meaning of a text: characterization	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.
8.3.R.3.e	Students will analyze how authors use key literary elements to contribute to the meaning of a text: 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.
8.3.R.4.g	Students will evaluate literary devices to support interpretations of literary texts: tone	Standard met	In this excerpt at the end of the selection, the author creates a mood that could be described as	Compare the mood and tone of two stories. Provide details. Explain which of the two stories you prefer, and how mood and tone influenced your decision.
8.3.R.7	Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences.	Standard met	Esperanza and Cisneros are alike in that they both	Describe a character with whom you empathize, and explain why you feel this way.

Grade 8 - Vocabulary

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

8.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	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.
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Grade 8 - Reading and Writing Process

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will read and comprehend increasingly complex literary and informational texts.

8.2.R.1	Students will summarize and paraphrase ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Standard met	Put these greenwashing practices in order, from the most offensive and harmful to the least.	Create a Facebook fan page for a selection. Include the most important information to share with fans.
8.2.R.2	Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres.	Standard met	Which list of words best describes the similarities between wolves and ancient humans?	List three of your personal interests. By using the Internet or visiting a library, find five books that relate to each of those interests. Label the books as fiction or non-fiction and indicate how each book relates to an interest.

Grade 9 - Critical Reading and Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

9.3.R.1	Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence.	Standard met	How do these two paragraphs work together?	Use a Venn diagram to compare two non-fiction selections on the same topic.
9.3.R.3.a	Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: setting	Standard met	Based on this excerpt, what was the most unusual aspect of the Titusville site?	Create a Facebook fan page for a selection. Include the most important information to share with fans.
9.3.R.3.c	Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: characters (i.e., protagonist, antagonist)	Standard met	Read this excerpt. Which expression would most likely appear on Captain Graffenreid's face?	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.
9.3.R.3.d	Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: character development	Standard met	Based on this excerpt, in which way does Captain Graffenreid differ from the other men fighting in his troop.	Create a Venn diagram to demonstrate the physical, emotional, and intellectual similarities and differences between two characters from selections you have read.
9.3.R.3.e	Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: theme	Standard met	Fables are stories that teach readers a lesson. Which idiom below best summarizes the message conveyed in this fable?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
9.3.R.4.a	Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: simile	Standard met	Choose the sentence in this excerpt that includes an example of simile.	Describe how metaphor, simile, hyperbole, or personification is used in a selection and explain how it enhances or distracts from the selection.
9.3.R.4.g	Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: tone	Standard met	Tolstoy intended for this selection to	What was the author's primary intent when he or she wrote a selection? What other objectives might the author have had in mind when writing the selection?

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
9.3.R.4.h	Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: symbolism	Standard met	What significance does this item have in the selection?	Describe how images used in a text added to the mood or overall understanding of the text. Use images and details from a selection you have read to illustrate and explain your answer.
9.3.R.5	Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.	Standard met	Choose the sentence in this excerpt that provides important details that support the main idea that Davis is breaking down gender barriers.	Think about how an author's bias affects the validity of a claim. Choose a selection you have read and explain whether or not the author's bias has caused him or her to make a false claim.

Grade 9 - Vocabulary

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.				
9.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	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.

Grade 9 - Reading and Writing Process

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will read and comprehend increasingly complex literary and informational texts.

9.2.R.1	Students will summarize, paraphrase, and generalize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	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.
9.2.R.2	Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres.	Standard met	This selection is best described as	Choose one fiction and one non-fiction text that are on the same topic (such as a historical event, or the life of an influential person). Describe how the two different genres relay the same information and how the structure of each genre affects the understanding of the information.
9.2.R.3	Students will synthesize main ideas with supporting details in texts.	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 - Critical Reading and Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

10.3.R.3.a	Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: character development	Standard met	What is the author's purpose in writing this selection?	Assess the value or importance of an author's choice of prose, setting, or characterization in a selection.
10.3.R.3.b	Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: theme	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.
10.3.R.3.c	Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: conflict (i.e., internal and external)	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.
10.3.R.7	Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences.	Standard met	Reread these two excerpts describing energy sources that come from the earth. In which two ways are they similar?	Use a Venn diagram to compare two non-fiction selections on the same topic.

Grade 10 - Vocabulary

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

10.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	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.
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Grade 10 - Research

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

10.6.R.1	Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.	Standard met	Based on this excerpt, British Intelligence identified France, Greece, and Italy as possible European invasion points because	Write a question about one additional fact you would have liked to learn from a selection you read. Answer the question by using the Internet or other research tools to find the necessary information.
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Grade 10 - Reading and Writing Process

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will read and comprehend increasingly complex literary and informational texts.

10.2.R.1	Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	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.
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Grade 11 - Critical Reading and Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

11.3.R.3.a	Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: theme	Standard met	What is the main idea of this selection?	(Theme: relationships) Describe a character who struggled with society or family and how/if that struggle was resolved.
11.3.R.4.a	Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: imagery	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.
11.3.R.4.b	Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: tone	Standard met	Based on these two excerpts, the tone of this selection can best be described as shifting from	Imagine you are making a movie version of a fictional selection. Describe how you would shoot scenes from the selection to convey an appropriate mood and tone.
11.3.R.4.c	Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: symbolism	Standard met	Answer these two questions. What do the winged characters represent and how do they change the world?	Should fictional stories show the world as it really is, or as it should be? Use details from a selection you have read, as well as your reasoning skills and personal experiences, to write your answer.
11.3.R.4.d	Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: irony	Standard met	Dramatic irony happens when the audience understands a situation but the character involved does not. Twain often used this device to convey humor. In this excerpt, the sentence, "But not knowing what the trouble was, I couldn't help him" is humorous because	Give examples of the use of rhetoric in a selection and tell how it influenced your interpretation of the selection's ideas or themes.
11.3.R.5	Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints.	Standard met	Read these two excerpts from the selection. For which two reasons can they be considered ironic?	Use a Venn diagram to compare two non-fiction selections on the same topic.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
11.3.R.6	Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.	Standard met	Read these two excerpts from the selection. For which two reasons can they be considered ironic?	Use a Venn diagram to compare two non-fiction selections on the same topic.
11.3.R.7	Students will make connections (e.g., thematic links, literary analysis, authors' style) between and across multiple texts and provide textual evidence to support their inferences.	Standard met	Read these two excerpts from the selection. For which two reasons can they be considered ironic?	Use a Venn diagram to compare two non-fiction selections on the same topic.

Grade 11 - Vocabulary

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.				
11.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level 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.
11.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	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.

Grade 11 - Reading and Writing Process

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Reading: Students will read and comprehend increasingly complex literary and informational texts.				
11.2.R.1	Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	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 - Critical Reading and Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

12.3.R.1	Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.	Standard met	What did Qian mean when he said this?	Imagine you want to make a documentary about a non-fiction selection you read. Describe the steps you would need to take to make your documentary as accurate and unbiased as possible.
12.3.R.2	Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.	Standard met	Based on this excerpt, which expression would you expect to see on the correspondent's face when he reaches the shore?	How has visualizing helped you understand a selection when an author changes a point of view? Describe your visualization of the same scene through the eyes of different characters.
12.3.R.3	Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.	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.
12.3.R.6	Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.	Standard met	Which best describes the genre of this selection?	What literary elements must a selection have to be classified as a mystery or an adventure? Use details from a selection you have read to illustrate and explain your answer.

Grade 12 - Vocabulary

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

12.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	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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Grade 12 - Research

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

12.6.R.3	Students will evaluate the relevance, reliability, and validity of the information gathered.	Standard met	The author describes junk food makers as innovative. Which sentence supports that claim?	Think about how an author's bias affects the validity of a claim. Choose a selection you have read and explain whether or not the author's bias has caused him or her to make a false claim.
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Grade 12 - Reading and Writing Process

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Reading: Students will read and comprehend increasingly complex literary and informational texts.

12.2.R.1	Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Standard met	Based on the selection, "The Canterbury Tales" can best be described as	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
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