Alignment to the West Virginia College- and Career-Readiness Standards for Grades 1-12

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Reading Plus Alignment to the West Virginia College- and Career-Readiness Standards for Grades 1-12

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Grade 1 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard partially met	Read this sentence from the selection. What does this sentence tell you about the jar?	Give an example of how an author helps you form a picture in your mind about what you are reading.
R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard met	This selection is mainly about	Use a story map to show the main idea and its supporting details in a selection.
R.ELA.1.1	Ask and answer questions about key details in a literary text.	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
R.ELA.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson in literary texts.	Standard met	This selection is mainly about a	Use a story map to show the main idea and its supporting details in a selection.
R.ELA.1.3	Describe characters, settings, and major events in a story, using key details in literary texts.	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
R.ELA.1.4	Ask and answer questions about key details in an informational text.	Standard met	When did Rochelle first play chess?	Explain when and where a selection takes place. What clues help you determine that information?
R.ELA.1.5	Identify the main topic and retell key details of an informational text.	Standard met	This selection is mainly about	Use a story map to show the main idea and its supporting details in a selection.
R.ELA.1.6	Describe the connection between two individuals, events, ideas, or pieces of information in an informational text.	Standard met	This selection says exercise does something to your brain. What is it?	Create a "chain of events" diagram for a selection.
Craft and Structure				
R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Standard met	A narrator is someone who tells a story. Who is the narrator of this selection?	Why would an author choose to tell a story that does not follow chronological order? Use an example from a fictional story you have read to support your argument.
R.6	Assess how point of view or purpose shapes the content and style of a text.	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.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.ELA.1.10	Ask and answer questions to help determine or clarify the meaning of words and phrases in an informational text.	Standard met	Based on what you read in the selection, a "green roof" is a roof that	Describe how the knowledge of another language can help you understand a new word or phrase you read in English.
R.ELA.1.12	Distinguish between information provided by pictures or other illustrations and information provided by the words in an informational text.	Standard met	The author of this selection believes people	Choose an image from an 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.
R.ELA.1.8	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of literary text types.	Standard met	This selection is mainly	How do you know if a text is fiction or non-fiction? Provide examples from texts you have read to support your ideas.

Integration of Knowledge and Ideas

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING STEM	WRITING PROMPT
R.ELA.1.13	Use illustrations and details in a story to describe its characters, setting, or events in literary texts.	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
R.ELA.1.14	Compare and contrast the adventures and experiences of characters in stories in literary texts.	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?
R.ELA.1.15	Use the illustrations and details in a text to describe its key ideas in informational texts.	Standard met	When did Rochelle first play chess?	Explain when and where a selection takes place. What clues help you determine that information?
R.ELA.1.16	Identify the reasons an author gives to support points in an informational text.	Standard met	This selection says handball is a good sport to play in a city. Which of the following sentences explains why this is true?	How is the life of a character in a selection similar to (or different from) your own life?

Grade 1 - Early Learning Foundations

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Fluency				
ELF.ELA.1.I.c	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.

Grade 1 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Standard met	Read this part from the selection. What is the most likely reason this kind of unicycle is called a "giraffe"?	Find examples in five selections of words that describe things you can hear, see, or touch.
L.ELA.1.39.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. - Use sentence-level context as a clue to the meaning of a word or phrase.	Standard met	What does the word "greedy" mean in this part of the selection?	Describe how the knowledge of another language can help you understand a new word or phrase you read in English.
L.ELA.1.40.a	With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Sort words into categories (e.g., colors and clothing) to gain a sense of the concepts the categories represent.	Standard met	From what you have read, which animals look for food at night?	What makes a character a hero or a villain? List the names of characters who are heroes or villains and explain why they belong to that group. The characters can be from fiction or non-fiction texts.
L.ELA.1.40.b	With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	Standard met	From what you have read, which animals look for food at night?	What makes a character a hero or a villain? List the names of characters who are heroes or villains and explain why they belong to that group. The characters can be from fiction or non-fiction texts.
L.ELA.1.40.c	With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Identify real-life connections between words and their use (e.g., note places at home that are cozy).	Standard met	The tone of a selection is the author's attitude toward the topic. Which word best describes the tone of this selection?	Describe how you felt when you read a selection. Were you happy, sad, or did you feel something else? Explain why the selection made you feel this way.

Grade 2 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard met	Which character in the selection said, "If you want to see a sleeping dragon, there is only one thing you can do"?	Who is the main character in the selection and why is this character so important?
R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard met	The selection says Arion was good at doing two things. What are they?	What lesson (or lessons) did you learn from the selection?
R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	Native Americans did not climb to the top of Mount Rainier because	Explain why you agree or disagree with the behavior of a character.
R.ELA.2.1	Ask and answer key ideas such questions as who, what, where, when, why, and how to demonstrate understanding of key details in literary text.	Standard met	Which character in the selection said, "If you want to see a sleeping dragon, there is only one thing you can do"?	Who is the main character in the selection and why is this character so important?
R.ELA.2.2	Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson, or moral in literary text.	Standard met	The selection says Arion was good at doing two things. What are they?	What lesson (or lessons) did you learn from the selection?
R.ELA.2.3	Describe how characters in a story respond to major events and challenges in literary text.	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.
R.ELA.2.4	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in informational text.	Standard met	Louis Leakey was most impressed with Goodall's	Describe parts of a selection that held important clues to help you understand what was happening.
R.ELA.2.5	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within informational text.	Standard partially met	This selection is mainly about	Use a story map to show the main idea and its supporting details in a selection.
R.ELA.2.6	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text.	Standard met	Native Americans did not climb to the top of Mount Rainier because	Explain why you agree or disagree with the behavior of a character.

Craft and Structure

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	Based on this excerpt, the color gray is repeated to give the idea that Aunt Em and Uncle Henry are	Why would an author choose to tell a story that does not follow chronological order? Use an example from a fictional story you have read to support your argument.
R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Standard met	Based on this excerpt, the color gray is repeated to give the idea that Aunt Em and Uncle Henry are	Why would an author choose to tell a story that does not follow chronological order? Use an example from a fictional story you have read to support your argument.
R.6	Assess how point of view or purpose shapes the content and style of a text.	Standard met	What is the most likely reason the author ends the selection this way?	Think about a character in one of the selections you read. Write a short speech that tells about only the good things about the character. Then write a second short speech that tells only the bad things about the character.
R.ELA.2.12	Identify the main purpose of informational text, including what the author wants to answer, explain, or describe.	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.
R.ELA.2.7	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, and repeated lines) in literary text supply rhythm and meaning in a story, poem, or song.	Standard met	The legend of the three sisters describes one of the sisters as having a "green dress and golden hair." What is this phrase describing?	Authors often use words in the same way artists use paints to create a picture. Describe how an author used words in this way in a selection you read.
R.ELA.2.8	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action in literary text.	Standard met	Based on this excerpt, the color gray is repeated to give the idea that Aunt Em and Uncle Henry are	Why would an author choose to tell a story that does not follow chronological order? Use an example from a fictional story you have read to support your argument.

Integration of Knowledge and Ideas

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING STEM	WRITING PROMPT
R.ELA.2.13	Use information gained from the illustrations and words in a print or digital literary 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.
R.ELA.2.15	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify an informational text.	Standard met	Look at this image. Based on what you read, this tiger is most likely	Can an image help you understand a selection's main idea or theme? Choose two selections you read and explain how the image did or did not help you understand the selection.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
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R.ELA.2.16	Describe how reasons support specific points the author makes in an informational text.	Standard met	According to this selection, which of the following is true about plants?	Describe at least five ways you can tell if a selection is true or not true. Use examples from selections you have read to support your statements.

Grade 2 - Early Learning Foundations

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Fluency				
ELF.ELA.2.I.c	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	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 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Standard met	Read this part from the selection. The word "produce" means	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Standard met	Think about what you read. Bean, corn, and squash plants growing in a mound of soil in a garden are best described as	Based on a selection that you have read, create an analogy for this statement: "Watching a friend go through a hard time is like…" and explain what you mean. Use details from the selection to illustrate and support your writing.
L.ELA.2.39.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. - Use sentence-level context as a clue to the meaning of a word or phrase.	Standard met	Read this part from the selection. The word "produce" means	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.

Grade 3 - Early Learning Foundations

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Fluency				
ELF.ELA.3.I.c	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	The meeting between Betsy and General Washington happened "by chance." This means it was	Write one paragraph that describes the main information about a selection you read.

Grade 3 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard met	In this excerpt, Jake's mom says his dad will "be surprised, alright." What does she mean?	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard met	What is another good title for this selection?	Describe three clues in a selection that helped you determine the main idea of the selection.
R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	Think about what you read. Put these links to a food chain in order, from the first link in the last.	Describe parts of a selection that held important clues to help you understand what was happening.
R.ELA.3.1	Ask and answer questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for the answers.	Standard met	To build a successful incubator, you need a	What makes a character a hero or a villain? List the names of characters who are heroes or villains and explain why they belong to that group. The characters can be from fiction or non-fiction texts.
R.ELA.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the literary text.	Standard met	This selection is mainly about a	Describe three clues in a selection that helped you determine the main idea of the selection.
R.ELA.3.3	Describe characters in a literary story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Standard met	Which is true about the six blind men?	Describe at least five ways you can tell if a selection is true or not true. Use examples from selections you have read to support your statements.
R.ELA.3.4	Ask and answer questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for the answers.	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.
R.ELA.3.5	Determine the main idea of an informational text; recount the key details and explain how they support the main idea.	Standard met	What is another good title for this selection?	Describe three clues in a selection that helped you determine the main idea of the selection.
R.ELA.3.6	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect.	Standard met	Which statement best describes the time when Ray was born?	Describe how you felt when you read a selection. Were you happy, sad, or did you feel something else? Explain why the selection made you feel this way.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Craft and Structure

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING STEM	WRITING PROMPT
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	In this excerpt, Jake's mom says his dad will "be surprised, alright." What does she mean?	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Standard met	How is the information in this selection organized?	Describe a selection's beginning, middle, and end.
R.6	Assess how point of view or purpose shapes the content and style of a text.	Standard met	The word "bias" means a way of thinking about someone or something that is based on personal feelings instead of facts. Which of the following shows an example of bias?	Is the author telling you how he or she feels or thinks about a topic, or is the author stating facts? What words give you clues about what the author is doing?
R.ELA.3.10	Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 3 topic or subject area.	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.
R.ELA.3.12	Distinguish one's own point of view from that of the author of an informational text.	Standard met	Read this excerpt from the selection. Which of the following include the author's opinion?	Is the author telling you how he or she feels or thinks about a topic, or is the author stating facts? What words give you clues about what the author is doing?
R.ELA.3.7	Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language.	Standard met	The meeting between Betsy and General Washington happened "by chance." This means it was	Write one paragraph that describes the main information about a selection you read.
R.ELA.3.8	Refer to parts of stories, dramas, and poems when writing or speaking about a literary text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Standard met	Which statement best describes the narrator of this selection?	Describe a selection's beginning, middle, and end.
R.ELA.3.9	Distinguish one's point of view from that of the narrator or those of the characters in a literary text.	Standard met	Which two statements about the boy are correct?	Explain why you agree or disagree with the behavior of a character.

Integration of Knowledge and Ideas

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Standard met	Which statement from the selection supports the author's claim that sometimes a wildfire can be helpful?	Write three "why" questions about a selection and provide evidence from the text on how those questions should be answered.
R.ELA.3.13	Explain how specific aspects of a literary text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood or 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.
R.ELA.3.15	Use information gained from illustrations (e.g., maps or photographs) and the words in an informational text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Standard met	Look at this image. Based on information you learned in this selection, what kind of bike is this?	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.
R.ELA.3.16	Describe the logical connection between particular sentences and paragraphs in an informational text (e.g., comparison, cause/effect, or first/second/third in a sequence).	Standard met	Based on this selection, in which two of the following ways are Kelvin Doe and David Sengeh alike?	How is the life of a character in a selection similar to (or different from) your own life?

Grade 3 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Knowledge of Language				
L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Standard met	The tone of this selection is best described as	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
Vocabulary Acquisition and Use				
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Standard met	Read this part of the selection. Based on how it is used, what does the word "hit" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Standard met	Read this sentence from the selection. Which of the following words most closely means "noticeable"?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
L.6	Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Standard met	Read this part of the selection. Based on how it is used, what does the word "hit" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
L.ELA.3.39.a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. - Use sentence-level context as a clue to the meaning of a word or phrase.	Standard met	Read this part of the selection. Based on how it is used, what does the word "hit" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.

Grade 4 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard met	According to the selection, which two of the following statements are correct?	Write a speech for a character in a selection you read in which the character describes his or her life, home, and the things he or she likes to do.
R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard met	Sam's parents decided to leave their village. What is the main reason they left?	Did the title of this selection provide you with clues about the selection's main idea? Why or why not?
R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	This selection describes a frog that puffs up with air to make a very loud sound. The selection says this kind of frog looks like a	List five words in a selection that helped you form a picture in your mind. Do additional research to find a synonym and antonym for each word, and use the word in a sentence.
R.ELA.4.1	Refer to details and examples in a literary text when explaining what the text says explicitly and when drawing inferences from the text.	Standard met	According to the selection, what two things does Midas love more than anything else?	Write a speech for a character in a selection you read in which the character describes his or her life, home, and the things he or she likes to do.
R.ELA.4.2	Determine a theme of a story, drama, or poem from details in the literary text; summarize the text.	Standard met	This selection is mainly about	Write an email to a friend and describe a selection you read.
R.ELA.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the literary text (e.g., a character's thoughts, words, or actions).	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.
R.ELA.4.4	Refer to details and examples in an informational text when explaining what the text says explicitly and when drawing inferences from the text.	Standard met	According to the selection, which two of the following statements are correct?	Write a speech for a character in a selection you read in which the character describes his or her life, home, and the things he or she likes to do.
R.ELA.4.5	Determine the main idea of an informational text and explain how it is supported by key details; summarize the text.	Standard met	Sam's parents decided to leave their village. What is the main reason they left?	Did the title of this selection provide you with clues about the selection's main idea? Why or why not?
R.ELA.4.6	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the informational text.	Standard met	According to the selection, which two of the following statements are correct?	Write a speech for a character in a selection you read in which the character describes his or her life, home, and the things he or she likes to do.
Craft and Structure				

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	What is the relationship between the two sentences in this excerpt?	Explain an author's use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Standard met	What is the relationship between the two sentences in this excerpt?	Explain an author's use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
R.ELA.4.10	Determine the meaning of general academic and domain-specific words or phrases in an informational text relevant to a grade 4 topic or subject area.	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.
R.ELA.4.11	Describe the overall structure (e.g., chronology, comparison, cause/effect, or problem/solution) of events, ideas, concepts, or information in all or part of an informational text.	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.
R.ELA.4.7	Determine the meaning of words and phrases as they are used in a literary text, including words that allude to significant characters such as those found in mythology (e.g., herculean).	Standard partially met	Read this excerpt from the selection. What does the phrase "mastering the elements" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.

Integration of Knowledge and Ideas

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING STEM	WRITING PROMPT
R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Standard met	Why is Keneu so easily tricked?	Describe at least five ways you can tell if a selection is true or not true. Use examples from selections you have read to support your statements.
R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Standard met	Three of these statements about Sputnik and Hubble are correct. Which one is not correct?	Compare and contrast the biographies of two people in the same field (medicine, sports, music, science, etc.). Use details from two selections you have read.
R.ELA.4.15	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the informational text in which it appears.	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 an 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 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Knowledge of Language				
L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Standard met	What is the relationship between the two sentences in this excerpt?	Explain an author's use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
Vocabulary Acquisition and Use				
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Standard met	Read this excerpt from the selection. Which of the following best described the meaning of the word "apt"?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Standard met	This selection describes a frog that puffs up with air to make a very loud sound. The selection says this kind of frog looks like a	List five words in a selection that helped you form a picture in your mind. Do additional research to find a synonym and antonym for each word, and use the word in a sentence.
L.ELA.4.39.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Standard met	Read this excerpt from the selection. Which of the following best described the meaning of the word "apt"?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
L.ELA.4.40.c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Standard met	Read this excerpt from the selection. Which of the following best described the meaning of the word "apt"?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.

Grade 5 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard partially met	What does the name "Valhalla" mean?	Imagine you are a character in a selection you read. What are some things you might say as that character?
R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard partially met	This selection is mostly about a young girl who	Use a graphic organizer to show the relative importance of information in a text.
R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard partially met	How does Nicki's mother react when the girls bring home the puppy?	Describe the mood of the characters in a selection. Why did the characters feel the way they did?
R.ELA.5.1	Quote accurately from a literary text when explaining what the text says explicitly and when drawing inferences from the text.	Standard met	What does the name "Valhalla" mean?	Imagine you are a character in a selection you read. What are some things you might say as that character?
R.ELA.5.2	Determine a theme of a story, drama, or poem from details in a literary text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Standard met	Why were the gods doubtful about agreeing to the stranger's price to build the fortress?	Write a new, different ending for a selection that changes the lesson (or theme) of the selection.
R.ELA.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the literary text (e.g., how characters interact).	Standard met	Read these two excerpts from the selection. In what way are Nick and the man in the coffee shop alike?	How is the life of a character in a selection similar to (or different from) your own life?
R.ELA.5.4	Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text.	Standard met	The Richter Scale measures	Create a diagram that lists the following information about a selection: Who, What, Where, When, Why, How.
R.ELA.5.5	Determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text.	Standard met	This selection is mainly about Ray Bradbury and his	Describe parts of a selection that held important clues to help you understand what was happening.
R.ELA.5.6	Using an informational text, explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Standard met	According to the selection, if the silver ant takes longer than ten minutes to search for food, it will	Use a selection you have read to finish this statement: "If only (a character) had done (this action) instead of (this action), then (make a prediction about what might have happened)." Use details from the selection to explain and support your prediction.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Craft and Structure

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING STEM	WRITING PROMPT
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	Read this part from the selection. Why does the author include the words "click, click, click"?	Write a letter to the author of a selection you really enjoyed. Suggests ideas for similar selections the the author should write.
R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Standard met	How does the author use conversation in this part of the selection?	Why would an author choose to tell a story that does not follow chronological order? Use an example from a fictional story you have read to support your argument.
R.6	Assess how point of view or purpose shapes the content and style of a text.	Standard met	Reread this excerpt. What does the word "talisman" mean?	Choose a selection you have read. Who is telling the story? What clues helped you identify who is speaking?
R.ELA.5.10	Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 5 topic or subject area.	Standard met	In this excerpt, what does the phrase "the toast of all of Europe" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
R.ELA.5.7	Determine the meaning of words and phrases as they are used in a literary text, including figurative language such as metaphors and similes.	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.
R.ELA.5.8	Explain how a series of chapters, scenes, or stanzas fits together in a literary text to provide the overall structure of a particular story, drama, or poem.	Standard met	How does the author use conversation in this part of the selection?	Why would an author choose to tell a story that does not follow chronological order? Use an example from a fictional story you have read to support your argument.

Integration of Knowledge and Ideas

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING STEM	WRITING PROMPT
R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Standard met	What is the author's opinion of the first African American professional basketball players?	Do you like to read selections in which the author lets you know his or her feelings? Would you rather read a selection that simply provides facts? Describe a selection you liked because the author did or did not show personal feelings.
R.ELA.5.13	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a literary text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and/or poem).	Standard met	What does the animal shown in this picture have to do with the selection?	In what ways can maps help you to better understand the main idea and supporting details of a selection?

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.ELA.5.16	Explain how an author uses reasons and evidence to support particular points in an informational text, identifying which reasons and evidence support which point(s).	Standard met	This excerpt explains that some scientists think the Great Sphinx at Giza is older than both Kings Khufu and Khafre. Choose the sentence that gives evidence to support this.	Describe at least five ways you can tell if a selection is true or not true. Use examples from selections you have read to support your statements.
R.ELA.5.17	Integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably.	Standard met	Three of the following describe reasons why people chose to travel to the West. Which one of the following was NOT a reason?	After reading a non-fiction selection, group facts from the selection under appropriate headings.

Grade 5 - Early Learning Foundations

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Fluency				
ELF.ELA.5.I.c	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	Reread this excerpt. What does the word "talisman" mean?	Choose a selection you have read. Who is telling the story? What clues helped you identify who is speaking?

Grade 5 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Standard met	Reread this excerpt. What does the word "talisman" mean?	Choose a selection you have read. Who is telling the story? What clues helped you identify who is speaking?
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Standard met	In this excerpt, what does the phrase "the toast of all of Europe" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
L.6	Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Standard met	In this excerpt, what does the phrase "the toast of all of Europe" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
L.ELA.5.39.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Standard met	Read this excerpt. The man at the ship's wheel said, "Dead men tell no tales." What does this mean?	Find examples in five selections of words that describe things you can hear, see, or touch.
L.ELA.5.40.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Interpret figurative language, including similes and metaphors, in context.	Standard met	Read this excerpt. The man at the ship's wheel said, "Dead men tell no tales." What does this mean?	Find examples in five selections of words that describe things you can hear, see, or touch.
L.ELA.5.40.c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Use the relationship between particular words (e.g., synonyms, antonyms, and homographs) to better understand each of the words.	Standard met	In this excerpt, what does the phrase "the toast of all of Europe" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.

Grade 6 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard met	In this excerpt, Jake's mom says his dad will "be surprised, alright." What does she mean?	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard met	What is another good title for this selection?	Describe three clues in a selection that helped you determine the main idea of the selection.
R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	Think about what you read. Put these links to a food chain in order, from the first link in the last.	Describe parts of a selection that held important clues to help you understand what was happening.
R.ELA.6.1	Cite textual evidence to support analysis of what the literary 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.
R.ELA.6.2	Determine a theme or central idea of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Standard met	Which two major contributions did Mr. Lowe make to the war effort?	Create a new graphic organizer that indicates a selection's main idea, characters, and supporting details, and how these three areas intersect.
R.ELA.6.3	Describe how a particular story's or drama's plot unfolds in a series of events and how the characters respond or change as the plot moves toward a resolution.	Standard met	Why is Dr. Jacobs skeptical that the dying dog is Jeff?	Give an example of how recognizing cause and effect helped you better understand the plot development of a selection.
R.ELA.6.4	Cite textual evidence to support analysis of what the informational 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.
R.ELA.6.5	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Standard met	Put the following in the order in which they came to Honduras, starting with the earliest.	Write summary paragraphs for a prequel and sequel to a selection.
R.ELA.6.6	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in an informational text (e.g., through examples or anecdotes).	Standard met	This selection is mainly about astronomers and	Using the Internet or other research tools, find three additional pieces of information that support the main idea stated in the selection.
Craft and Structure				

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	In this excerpt, Jake's mom says his dad will "be surprised, alright." What does she mean?	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Standard met	How is the information in this selection organized?	Describe a selection's beginning, middle, and end.
R.6	Assess how point of view or purpose shapes the content and style of a text.	Standard met	The word "bias" means a way of thinking about someone or something that is based on personal feelings instead of facts. Which of the following shows an example of bias?	Is the author telling you how he or she feels or thinks about a topic, or is the author stating facts? What words give you clues about what the author is doing?
R.ELA.6.10	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.	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.
R.ELA.6.12	Determine an author's point of view or purpose in an informational text and explain how it is communicated in the text.	Standard met	At the end of the selection, what does the author feel is a practical reaction to a strong kudzu invasion?	Write a newspaper editorial or blog post to support an opinion expressed in a selection you read.
R.ELA.6.7	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of a 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.
R.ELA.6.8	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a literary 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?

Integration of Knowledge and Ideas

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING STEM	WRITING PROMPT
R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Standard met	Which statement from the selection supports the author's claim that sometimes a wildfire can be helpful?	Write three "why" questions about a selection and provide evidence from the text on how those questions should be answered.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	**WRITING PROMPT**
R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Standard met	This selection is mainly 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.
R.ELA.6.14	Compare and contrast literary texts in different forms or genres (e.g., stories, poems, historical novels, and fantasy stories) 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.
R.ELA.6.15	Integrate information presented in different media or formats (e.g., visually and/or quantitatively) and in words to develop a coherent understanding of a topic or issue.	Standard met	What does this image have to do with the selection?	Can an image help you understand a selection's main idea or theme? Choose two selections you have read and explain how the image did or did not help you understand the selection.

Grade 6 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Knowledge of Language

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

Vocabulary Acquisition and Use

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING STEM	WRITING PROMPT
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Standard met	Read this part of the selection. Based on how it is used, what does the word "hit" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Standard met	Read this sentence from the selection. Which of the following words most closely means "noticeable"?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
L.6	Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Standard met	Read this part of the selection. Based on how it is used, what does the word "hit" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
L.ELA.6.39.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Standard met	According to this part in the selection, what is a "landing card"?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
L.ELA.6.39.d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. - Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Standard met	In this excerpt, what does the author mean by, "The sky is not the limit for thousands of people who go to space camp"?	Describe how the knowledge of another language can help you understand a new word or phrase you read in English.
L.ELA.6.40.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Interpret figures of speech (e.g., personification) in context.	Standard met	In this excerpt, what does the author mean by, "The sky is not the limit for thousands of people who go to space camp"?	Describe how the knowledge of another language can help you understand a new word or phrase you read in English.

Grade 6 - Speaking/Listening

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

Grade 6 - Writing

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Research to Build and Present Knowledge				
W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Standard met	Put the following jobs Sendak held before he became a famous author in order from first to last.	Create a timeline of the sequence of events in a selection. Use the Internet or other research tools to find other historical events that occurred during the same timeframe and incorporate the dates on your timeline.
W.ELA.6.27	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Standard met	Put the following jobs Sendak held before he became a famous author in order from first to last.	Create a timeline of the sequence of events in a selection. Use the Internet or other research tools to find other historical events that occurred during the same timeframe and incorporate the dates on your timeline.

Grade 7 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard met	Based on the selection, which two factors helped the kidnapper get away with Buck undetected?	List two to four supporting characters in a selection and explain their relationship to the selection's main protagonist.
R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard met	This selection is mainly about	Sometimes the main idea of a selection is not clear until you finish reading the text. Describe a selection you read that needed to be read from beginning to end before you had a full sense of the main idea.
R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	Based on the selection, which two factors helped the kidnapper get away with Buck undetected?	List two to four supporting characters in a selection and explain their relationship to the selection's main protagonist.
R.ELA.7.1	Cite several pieces of textual evidence to support analysis of what the literary 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.
R.ELA.7.2	Determine a theme or central idea of a literary text and analyze its development over the course of the text; provide an objective summary of the text.	Standard met	This selection is mainly about	Sometimes the main idea of a selection is not clear until you finish reading the text. Describe a selection you read that needed to be read from beginning to end before you had a full sense of the main idea.
R.ELA.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Standard met	From this last paragraph, you can conclude that	Describe three things that happened in a selection and how they foreshadowed subsequent events.
R.ELA.7.4	Cite several pieces of textual evidence to support analysis of what the informational 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.
R.ELA.7.5	Determine two or more central ideas in an informational text and analyze their development over the course of the text; provide an objective summary of the text.	Standard met	What were the two most significant contributions of the Tuskegee Airmen?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
R.ELA.7.6	Analyze the interactions between individuals, events, and ideas in an informational text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Standard met	The Ice Palace mentioned in this selection does not allow visitors because	Describe the cause and effect relationship in a selection you read.
Craft and Structure				

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	Which quote represents an important change in the plot?	Explain an author's use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Standard met	How does this maxim by Confucius in the opening paragraph relate to the rest of the selection?	Describe an author's use of sensory details in a selection that you have read. Explain how the author shared information through descriptions that use sight, sound, taste, smell, or touch.
R.6	Assess how point of view or purpose shapes the content and style of a text.	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.
R.ELA.7.10	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	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.
R.ELA.7.11	Analyze the structure an author uses to organize an informational text, including how the major sections contribute to the whole and to the development of the ideas.	Standard met	How does this maxim by Confucius in the opening paragraph relate to the rest of the selection?	Describe an author's use of sensory details in a selection that you have read. Explain how the author shared information through descriptions that use sight, sound, taste, smell, or touch.
R.ELA.7.12	Determine an author's point of view or purpose in an informational text and analyze how the author distinguishes his or her position from that of others.	Standard met	Why does the author include these quotes by Thomas Mayfield?	How effective were the words and writing style used by the author of a selection? Explain why.
R.ELA.7.7	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story 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.
R.ELA.7.9	Analyze how an author develops and contrasts the points of view of different characters or narrators in a literary text.	Standard met	The author mentions that Olivia changed her style of dress to show that she	Write a paragraph about a selection that changed your opinion about a person, topic, or event.

Integration of Knowledge and Ideas

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Standard met	Based on this excerpt, what does the author do to present an unbiased opinion?	Write a newspaper editorial or blog post to support an opinion expressed in a selection you read.
R.ELA.7.16	Trace and evaluate the argument and specific claims in an informational 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.

Grade 7 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Knowledge of Language				
L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Standard met	In this excerpt, the author creates a mood of	What kinds of language or other text structure elements (tone) are used to create an excited or adventurous mood? Use details from a selection you have read to illustrate and explain your answer.
Vocabulary Acquisition and Use				
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Standard met	In this excerpt, what is the meaning of the word "cropping"?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
L.ELA.7.39.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. - Use context (e.g., the overall meaning of a sentence or paragraph or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Standard met	In this excerpt, what is the meaning of the word "cropping"?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
L.ELA.7.40.b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Use the relationship between particular words (e.g., synonym/antonym or analogy) to better understand each of the words.	Standard met	In this excerpt, what is the meaning of the word "cropping"?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.

Grade 8 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard met	Based on this excerpt, which two factors laid the foundation for Franklin's work ethic?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard met	Based on this excerpt, which two factors laid the foundation for Franklin's work ethic?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	In the years ahead, what will probably happen to the rest of the art treasures lost or stolen during the war?	Based on the selection's conclusion, what other sequence of events could have generated the same outcome? Demonstrate how these interactions, while different from the author's original plan, make the same conclusion feasible.
R.ELA.8.1	Cite the textual evidence that most strongly supports an analysis of what the literary 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?
R.ELA.8.2	Determine a theme or central idea of a literary text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Standard met	This selection is mainly about dinosaurs and	(Theme: change) Describe a character who underwent a major change and what happened as a result.
R.ELA.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Standard met	How could Steve's case of MRSA be viewed as something positive?	Describe a selection that had a cliffhanger ending and explain why you were unable to predict the ending from context clues.
R.ELA.8.5	Determine a central idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Standard met	Based on this excerpt, which two factors laid the foundation for Franklin's work ethic?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
R.ELA.8.6	Analyze how an informational text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	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.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Craft and Structure

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING STEM	WRITING PROMPT
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	If you were watching a Clay boxing match, you most likely would see Clay	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.
R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Standard met	Based on this excerpt, which two answers describe the relationship between these two sentences?	Explain an author's use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
R.6	Assess how point of view or purpose shapes the content and style of a text.	Standard met	The author's purpose in writing this selection was	How does the author progress a selection to its conclusion? Provide three examples.
R.ELA.8.10	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	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.
R.ELA.8.11	Analyze in detail the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.	Standard met	Based on this excerpt, which two answers describe the relationship between these two sentences?	Explain an author's use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
R.ELA.8.12	Determine an author's point of view or purpose in an informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Standard met	The author's purpose in writing this selection was	How does the author progress a selection to its conclusion? Provide three examples.
R.ELA.8.7	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; 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.

Integration of Knowledge and Ideas

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING STEM	WRITING PROMPT
R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Standard met	Choose the sentence in this excerpt that states the author's opinion.	Use the Internet and other research tools to find evidence that refutes an idea, belief, or theme presented in a selection.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.ELA.8.16	Delineate and evaluate the argument and specific claims in an informational 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.

Grade 8 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Standard met	In this excerpt, what does the author mean by the phrase "polite company"?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.
L.6	Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Standard met	In this excerpt, what does the author mean by the phrase "polite company"?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.
L.ELA.8.39.a	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. - Use context (e.g., the overall meaning of a sentence or paragraph or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Standard met	In this excerpt, what does the author mean by the phrase "polite company"?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.
L.ELA.8.40.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Interpret figures of speech (e.g. verbal irony, and/or puns) in context.	Standard met	In this excerpt, what does the author mean by the phrase "polite company"?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.
L.ELA.8.41	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Standard met	In this excerpt, what does the author mean by the phrase "polite company"?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.

Grade 9 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard met	The Baroness and her guests said both the howling wolves and the falling trees were due to	Write three questions about a selection that will require additional research or fact-checking to answer them. Provide the answers to these questions.
R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard met	This selection is mainly about	List three supporting details from a selection and explain how those details helped you determine the selection's main idea.
R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	What could have happened to El Duque if Livan had never left Cuba?	Use a selection you have read to finish this statement: "If only (a character) had done (this action) instead of (this action), then (make a prediction about what might have happened)." Use details from the selection to illustrate and support your prediction.
R.ELA.9.1	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.	Standard met	The Baroness and her guests said both the howling wolves and the falling trees were due to	Write three questions about a selection that will require additional research or fact-checking to answer them. Provide the answers to these questions.
R.ELA.9.2	Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary 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.
R.ELA.9.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.	Standard met	Based on this excerpt, the old stranger mentions there is a young man with him because	Describe a scene from a selection. Explain how you put together clues from that scene to figure out how and why something happened.
R.ELA.9.4	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.	Standard met	What could have happened to El Duque if Livan had never left Cuba?	Use a selection you have read to finish this statement: "If only (a character) had done (this action) instead of (this action), then (make a prediction about what might have happened)." Use details from the selection to illustrate and support your prediction.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.ELA.9.5	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.	Standard met	Why did people think it would be too difficult to build the original Bay Bridge?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
R.ELA.9.6	Analyze how the author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Standard met	Put the following settings in order from first to last as they appear in the selection.	Create a timeline of the sequence of events in a selection. Use the Internet or other research tools to find other historical events that occurred during the same timeframe and incorporate the dates on your timeline.

Range of Reading and Level of Text Complexity

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING STEM	WRITING PROMPT
R.10	Read and comprehend complex literary and informational texts independently and proficiently.	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.

Craft and Structure

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING STEM	WRITING PROMPT
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	Read this excerpt from the selection. The author's description of the setting gives the story a feeling of	What kinds of language or other text structure elements (tone) are used to create a dramatic or fearful mood? Use details from a selection you have read to illustrate and explain your answer.
R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Standard met	Choose the sentence in this excerpt that contains the figure of speech called a simile.	Choose an informational text that presents information in a cause-and-effect or problem-and-solution manner. Describe why the organization of information did (or did not) help you understand the main idea of the selection.
R.ELA.9.10	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	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.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.ELA.9.11	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter).	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.
R.ELA.9.12	Determine an author's point of view or purpose in an informational text and analyze how the author uses rhetoric to advance that point of view or purpose.	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.
R.ELA.9.7	Determine the meaning of words and phrases as they are used in the literary text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place or how it sets a formal or informal tone).	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.
R.ELA.9.8	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) create such effects as mystery, tension, or surprise.	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.

Integration of Knowledge and Ideas

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING STEM	WRITING PROMPT
R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Standard met	How do these two paragraphs work together?	Use a Venn diagram to compare two non-fiction selections on the same topic.

Grade 9 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Knowledge of Language				
L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Standard met	This selection is best described as	Choose an expository piece, such as a speech or an essay. Describe how the author uses language to relay information, or make (or respond) to an argument.
Vocabulary Acquisition and Use				
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Standard met	Which sentence helps to explain the meaning of the word "empathy"?	Explain how the context of a selection helped you to understand a word or phrase you did not know.
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Standard met	Choose the sentence in this excerpt that includes an example of simile.	Describe how metaphor, simile, hyperbole, or personification is used in a selection and explain how it enhances or distracts from the selection.
L.ELA.9.39.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies. - Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Standard met	Which sentence helps to explain the meaning of the word "empathy"?	Explain how the context of a selection helped you to understand a word or phrase you did not know.

Grade 10 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard met	In this excerpt, Jake's mom says his dad will "be surprised, alright." What does she mean?	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard met	What is another good title for this selection?	Describe three clues in a selection that helped you determine the main idea of the selection.
R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	Think about what you read. Put these links to a food chain in order, from the first link in the last.	Describe parts of a selection that held important clues to help you understand what was happening.
R.ELA.10.1	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, recognizing when the text leaves matters uncertain.	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.
R.ELA.10.2	Determine two themes or central ideas of a literary text and analyze in detail their development over the course of the literary text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the literary 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.
R.ELA.10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and affect the plot or develop the theme.	Standard met	Based on what you have read, what could have happened if Jason had complained about being partnered with Skylar?	(Theme: relationships) Describe a character who struggled with society or family and how/if that struggle was resolved.
R.ELA.10.4	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text, recognizing when the text leaves matters uncertain.	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.
R.ELA.10.5	Determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational 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.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Craft and Structure

R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	In this excerpt, Jake's mom says his dad will "be surprised, alright." What does she mean?	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Standard met	How is the information in this selection organized?	Describe a selection's beginning, middle, and end.
R.6	Assess how point of view or purpose shapes the content and style of a text.	Standard met	The word "bias" means a way of thinking about someone or something that is based on personal feelings instead of facts. Which of the following shows an example of bias?	Is the author telling you how he or she feels or thinks about a topic, or is the author stating facts? What words give you clues about what the author is doing?
R.ELA.10.11	Analyze and defend in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter).	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.
R.ELA.10.12	Determine an author's point of view or purpose in an informational text and evaluate how the 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.
R.ELA.10.7	Determine the meaning of multiple-meaning words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place or how it sets a formal or informal tone).	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.

Integration of Knowledge and Ideas

| R.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | Standard met | Which statement from the selection supports the author's claim that sometimes a wildfire can be helpful? | Write three "why" questions about a selection and provide evidence from the text on how those questions should be answered. |

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Standard met	This selection is mainly 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.
R.ELA.10.16	Delineate and evaluate the argument and specific claims and counterclaims in an informational 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.

Grade 10 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Knowledge of Language				
L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Standard met	The tone of this selection is best described as	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
Vocabulary Acquisition and Use				
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Standard met	Read this part of the selection. Based on how it is used, what does the word "hit" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Standard met	Read this sentence from the selection. Which of the following words most closely means "noticeable"?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
L.6	Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Standard met	Read this part of the selection. Based on how it is used, what does the word "hit" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
L.ELA.10.39.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies. - Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Standard met	What do the terms "buttonholed" and "buttonholing" mean in this part of the selection?	Explain how a character's actions or attitude can change the meaning of a word or phrase.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
L.ELA.10.39.d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies. - Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Standard met	What do the terms "buttonholed" and "buttonholing" mean in this part of the selection?	Explain how a character's actions or attitude can change the meaning of a word or phrase.

Grade 10 - Writing

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Research to Build and Present Knowledge				
W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Standard met	Based on this excerpt, British Intelligence identified France, Greece, and Italy as possible European invasion points because	Write a question about one additional fact you would have liked to learn from a selection you read. Answer the question by using the Internet or other research tools to find the necessary information.
W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Standard met	Put the following jobs Sendak held before he became a famous author in order from first to last.	Create a timeline of the sequence of events in a selection. Use the Internet or other research tools to find other historical events that occurred during the same timeframe and incorporate the dates on your timeline.
W.ELA.10.26	Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Standard met	Based on this excerpt, British Intelligence identified France, Greece, and Italy as possible European invasion points because	Write a question about one additional fact you would have liked to learn from a selection you read. Answer the question by using the Internet or other research tools to find the necessary information.
W.ELA.10.27	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in terms of task, purpose, and audience and in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., MLA or APA).	Standard met	America's dependence on foreign energy sources	Create a news report based on a selection you have read. Report facts from the selection as well as additional facts you researched from reputable sources.

Grade 11 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard met	Choose the sentence in this excerpt that gives the most likely explanation for why people suffocate in an avalanche.	Create a new graphic organizer that indicates a selection's main idea, characters, and supporting details, and how these three areas intersect.
R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard met	Choose the sentence in this excerpt that gives the most likely explanation for why people suffocate in an avalanche.	Create a new graphic organizer that indicates a selection's main idea, characters, and supporting details, and how these three areas intersect.
R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	What is the main idea of this selection?	(Theme: relationships) Describe a character who struggled with society or family and how/if that struggle was resolved.
R.ELA.11.1	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	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.
R.ELA.11.2	Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Standard met	What is the main idea of this selection?	(Theme: relationships) Describe a character who struggled with society or family and how/if that struggle was resolved.
R.ELA.11.4	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	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.
R.ELA.11.5	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; 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.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.ELA.11.6	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the informational text.	Standard met	Choose the sentence in this excerpt that gives the most likely explanation for why people suffocate in an avalanche.	Create a new graphic organizer that indicates a selection's main idea, characters, and supporting details, and how these three areas intersect.

Craft and Structure

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING STEM	WRITING PROMPT
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	The author compares the wood on the box to	One well-known analogy states, "Life is like a box of chocolates. You never know what you're going to get." Create a new analogy for this statement ("Life is like...) based on a selection that you have read and explain what you mean. Use details from the selection to illustrate and support your writing.
R.6	Assess how point of view or purpose shapes the content and style of a text.	Standard met	In the last part of the selection, which sentence signals a major change in the action?	Explain an author's use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
R.ELA.11.10	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines ‚Äúfaction‚Äù in Federalist No. 10).	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.
R.ELA.11.11	In informational text, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Standard met	Irony occurs when words are used to convey a meaning that is the opposite their usual meaning. What is ironic about this part of the essay?	Explain an author's use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
R.ELA.11.12	Determine an author's point of view or purpose in an informational 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.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.ELA.11.7	Determine the meaning of words and phrases as they are used in the literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Standard met	In this excerpt, what does the author mean by the phrase, "a morning star of hope"?	Explain how a character's actions or attitude can change the meaning of a word or phrase.
R.ELA.11.9	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a literary text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Standard met	Dramatic irony happens when the audience understands a situation but the character involved does not. Twain often used this device to convey humor. In this excerpt, the sentence, "But not knowing what the trouble was, I couldn't help him" is humorous because	Give examples of the use of rhetoric in a selection and tell how it influenced your interpretation of the selection's ideas or themes.

Integration of Knowledge and Ideas

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING STEM	WRITING PROMPT
R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Standard met	How does the author substantiate the success of Title IX?	Think about how an author's bias affects the validity of a claim. Choose a selection you have read and explain whether or not the author's bias has caused him or her to make a false claim.
R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Standard met	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 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Knowledge of Language

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

Vocabulary Acquisition and Use

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING STEM	WRITING PROMPT
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Standard met	In this excerpt, what does the author mean by the phrase, "a morning star of hope"?	Explain how a character's actions or attitude can change the meaning of a word or phrase.
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Standard met	The author compares the wood on the box to	One well-known analogy states, "Life is like a box of chocolates. You never know what you're going to get." Create a new analogy for this statement ("Life is like...) based on a selection that you have read and explain what you mean. Use details from the selection to illustrate and support your writing.
L.6	Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Standard met	In this excerpt, what is the meaning of the word "permeation"?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.
L.ELA.11.39.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies. - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Standard met	In this excerpt, what does the author mean by the phrase, "a morning star of hope"?	Explain how a character's actions or attitude can change the meaning of a word or phrase.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
L.ELA.11.40.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Interpret figures of speech (e.g., hyperbole or paradox) in context and analyze their role in the text.	Standard met	In this excerpt, what does the author mean by the phrase, "a morning star of hope"?	Explain how a character's actions or attitude can change the meaning of a word or phrase.
L.ELA.11.41	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Standard met	In this excerpt, what is the meaning of the word "permeation"?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.

Grade 12 - Reading

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Standard met	What about Jean-Victor strikes Hardimont as "startling"?	What are some clues you found in a selection that let you know when and where the selection takes place even though the author does not overtly state this information?
R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard met	The events in this tale could best be described by the expression	(Theme: environment) Describe a selection in which a nature or the environment was represented in either a positive or negative way, and how this positive or negative view affected the characters and events in the selection.
R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	The author of this selection used the four men in the dinghy to represent different groups that make up a larger society: leaders, followers, decent working men, and philosophical men. Which of the following represented the decent working man?	Think about a fictional character who does not change in any way over the course of a text. Explain what the purpose of such a character might be. Use details from a selection you have read, as well as your reasoning skills, to support your answer.
R.ELA.12.1	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text and a variety of other sources, including determining where and why the literary text leaves matters uncertain.	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?
R.ELA.12.2	Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective and critical analysis of the literary 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.
R.ELA.12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and/or how the characters are introduced and developed).	Standard met	Read this excerpt. What two things does it tell you about the captain's perceptions of the men in the dinghy?	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.ELA.12.4	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain.	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.
R.ELA.12.5	Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational 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.
R.ELA.12.6	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the informational text and media.	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.

Craft and Structure

R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	The narrator compares sitting in the lifeboat to	Describe how an author can use figurative language to create suspense and give an example from a selection.
R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Standard met	Read this excerpt. What is the author implying about the American attitude toward junk food in the second sentence?	Choose an informational text that presents information in a cause-and-effect or problem-and-solution manner. Describe why the organization of information did (or did not) help you understand the main idea of the selection.
R.6	Assess how point of view or purpose shapes the content and style of a text.	Standard met	Based on this excerpt, which expression would you expect to see on the correspondent's face when he reaches the shore?	How has visualizing helped you understand a selection when an author changes a point of view? Describe your visualization of the same scene through the eyes of different characters.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.ELA.12.10	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines ‚Äúfaction‚Äù in Federalist No. 10).	Standard met	What did writer Adam Gopnik mean when he described Central Park as "a stage set"?	Choose an essay or speech you have read and describe how the author's use of figurative language helped to make the essay or speech effective and/or meaningful. Use details from the selection to explain and support your answer.
R.ELA.12.11	In informational text, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including how the author uses structure to make points clear, convincing, and engaging.	Standard met	Read this excerpt. What is the author implying about the American attitude toward junk food in the second sentence?	Choose an informational text that presents information in a cause-and-effect or problem-and-solution manner. Describe why the organization of information did (or did not) help you understand the main idea of the selection.
R.ELA.12.12	Determine an author's point of view, purpose, and tone in an informational 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.
R.ELA.12.7	Determine the meaning of words and phrases as they are used in a variety of literary texts, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	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.
R.ELA.12.8	Analyze how an author's choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, or the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	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?
R.ELA.12.9	Analyze and defend a case in which grasping a point of view requires distinguishing what is directly stated in a literary text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Standard met	Based on this excerpt, which expression would you expect to see on the correspondent's face when he reaches the shore?	How has visualizing helped you understand a selection when an author changes a point of view? Describe your visualization of the same scene through the eyes of different characters.

Integration of Knowledge and Ideas

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Standard met	Who was President Kennedy's real target audience for his September 1962 moon speech?	Describe how the author of an argument tries to prove that he or she is right.
R.ELA.12.15	Integrate, evaluate, and synthesize multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.	Standard met	The International Space Station captured this image of the aurora australis streaming over the Antarctic. Due to the predominance of green light, which type of emission generated the aurora seen in this image?	Choose an image from a nonfiction selection you have read. Use the image as inspiration to write a new fictional piece on the same topic.
R.ELA.12.17	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. informational documents of historical and literary significance (e.g., The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights and Lincoln's Second Inaugural Address) for their themes, purposes, rhetorical features, and current relevancy.	Standard met	How do these two excerpts work together?	Use a Venn diagram to compare two non-fiction selections on the same topic.

Grade 12 - Language

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Standard met	Based upon the following excerpt, the word "betokening" most closely means	Explain how a character's actions or attitude can change the meaning of a word or phrase.
L.ELA.12.39.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies. - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Standard met	Based upon the following excerpt, the word "betokening" most closely means	Explain how a character's actions or attitude can change the meaning of a word or phrase.
L.ELA.12.39.d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies. - Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Standard met	The narrator compares sitting in the lifeboat to	Describe how an author can use figurative language to create suspense and give an example from a selection.