

Indicator Code	College and Career Readiness English Language Arts Standards: Language	NRP 7098: <i>Journey to Success Intro Level</i>	NRP 7100: <i>Journey to Success Level 1</i>	NRP 7102: <i>Journey to Success Level 2</i>
LANGUAGE				
Conventions of Standard English				
CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.1.1	Demonstrate command of the conventions of standard English grammar and use when writing or speaking.			
L.1.1a	Print all upper- and lowercase letters.	p.5		
L.1.1b	Use common, proper, and possessive nouns.		p. 103	
L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).		pp.117, 120	
L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).		pp. 95, 118	
L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).		pp. 69, 117	
L.1.1f	Use frequently occurring adjectives.			p. 120
L.1.1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).		p. 101	p. 117
L.1.1h	Use determiners (e.g., articles, demonstratives).			
L.1.1i	Use frequently occurring prepositions (e.g., during, beyond, toward).		p. 55	
L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	pp. 7, 9, 11, 13, 15, 17, 19, 23, 25, 27, 29, 31, 33, 35, 37, 57, 59, 61, 63, 65, 82	pp. 43, 77, 115	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L.2.1a	Use collective nouns (e.g., group).			
L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).			p. 118
L.2.1c	Use reflexive pronouns (e.g., myself, ourselves).			
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).			pp. 33, 114
L.2.1e	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.			pp. 81, 111, 120

Indicator Code	College and Career Readiness English Language Arts Standards: Language	NRP 7098: <i>Journey to Success Intro Level</i>	NRP 7100: <i>Journey to Success Level 1</i>	NRP 7102: <i>Journey to Success Level 2</i>
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).			p. 115
CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.1.2a	Capitalize dates and names of people.		pp. 59, 103, 113	
L.1.2b	Use end punctuation for sentences.		pp. 77, 115, 116	
L.1.2c	Use commas in dates and to separate single words in a series.			
L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	pp. 68, 71, 73, 79	pp. 88–89, 96–97, 114, 119	
L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	pp. 70, 72, 74, 76, 77, 78, 79	pp. 37, 45, 53, 63, 71, 80, 89, 97	
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.2.2a	Capitalize holidays, product names, and geographic names.			pp. 69, 95, 111, 119
L.2.2b	Use commas in greetings and closings of letters.			
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.			pp. 17, 113, 116
L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).			pp. 11, 37, 45–46, 53, 63, 97–98
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			pp. 121–122
Knowledge of Language				
CCR Anchor 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.				
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
L.2.3a	Compare formal and informal uses of English.			
Vocabulary Acquisition and Use				
CCR Anchor 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.				
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.			
L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	pp. 19, 37, 53, 59, 61, 63, 65, 66, 80	pp. 29, 39, 47, 72, 73, 99, 106	
L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.		pp. 39, 65, 107	
L.1.4c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).			

Indicator Code	College and Career Readiness English Language Arts Standards: Language	NRP 7098: <i>Journey to Success Intro Level</i>	NRP 7100: <i>Journey to Success Level 1</i>	NRP 7102: <i>Journey to Success Level 2</i>
L.2.4	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.			
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.			pp. 13, 21, 29, 38, 39, 46–47, 55, 64–65, 73, 81, 91, 98, 106–107
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).			p. 47
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).			p. 21
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).			p. 13
L.2.4e	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.			pp. 121–123
CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
L.1.5	With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.			
L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.		p. 41	
L.1.5b	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)		p. 41	
L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).		pp. 24, 50–51	
L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.		p. 107	
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.			
L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are juicy or spicy).			p. 94
L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).			
CCR Anchor 6: Acquire and use accurately 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.				
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).		pp. 67, 101	
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other people are happy that makes me happy).			pp. 94, 120

Indicator Code	College and Career Readiness English Language Arts Standards: Language	NRP 7098: <i>Journey to Success Intro Level</i>	NRP 7100: <i>Journey to Success Level 1</i>	NRP 7102: <i>Journey to Success Level 2</i>
READING: INFORMATIONAL TEXT				
Key Ideas and Details				
CCR Anchor 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.				
RI.1.1	Ask and answer questions about key details in a text.	pp. 19, 23, 27, 29, 33, 35	pp. 15, 23, 34, 57, 67, 75, 101, 108–109, 112	
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.			pp.15, 67, 86
CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
RI.1.2	Identify the main topics and retell the key details of a text.	pp. 19, 23, 27, 29	pp. 14–15, 22–23, 34, 57, 60, 75–76, 86, 92–93, 101, 108–109	
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.			pp. 30, 34, 41, 49, 60
CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	pp. 19, 20, 27, 29, 35, 38	pp. 31, 41, 49, 60, 67, 67, 83, 86, 92–93, 100–101	
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.			pp. 30–31, 49, 6–67, 75, 83
Craft and Structure				
CCR Anchor 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.				
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		pp. 29, 72–73, 81, 99	
RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.			pp. 15, 31, 41, 75
CCR Anchor 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.				
RI.1.5	Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.		pp.31, 40, 48–49, 108–109, 121–123	
RI.2.5	Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.			pp. 14–15, 40, 48
CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.				
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		p. 82	

Indicator Code	College and Career Readiness English Language Arts Standards: Language	NRP 7098: <i>Journey to Success Intro Level</i>	NRP 7100: <i>Journey to Success Level 1</i>	NRP 7102: <i>Journey to Success Level 2</i>
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.			pp. 23, 34, 41, 57
Integration of Knowledge and Ideas				
CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.				
RI.1.7	Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).	pp. 7, 9, 11, 13, 15, 17, 23, 25, 27, 29, 31, 33, 35, 70	pp. 30–31, 40–41, 48–49, 52, 56, 60, 66, 74–75, 82–83, 108–109	
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.			pp. 22–23, 30–31, 82–83
CCR Anchor 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.				
RI.1.8	Identify the reasons an author gives to support points in a text.		pp. 56–57, 66–67, 74–76, 82–83	
RI.2.8	Describe how reasons support specific points the author makes in a text.			pp. 31, 57
CCR Anchor 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.				
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.			pp. 108–109
Range of Reading and Level of Text Complexity				
CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.				
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	pp. 41, 42, 43, 44, 46, 47, 48, 49, 50, 53, 72	pp. 14, 22, 30, 34, 40, 56, 60, 66, 74	
RI.2.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 complexity band independently and proficiently.			pp. 14, 22, 30, 34, 40, 48, 56, 60, 66, 74, 82, 86

Indicator Code	College and Career Readiness English Language Arts Standards: Language	NRP 7098: <i>Journey to Success Intro Level</i>	NRP 7100: <i>Journey to Success Level 1</i>	NRP 7102: <i>Journey to Success Level 2</i>
READING: LITERATURE				
Key Ideas and Details				
CCR Anchor 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.				
RL.1.1	Ask and answer questions about key details in a text.	pp. 49, 51, 53, 57, 59, 63, 65, 71, 73, 75, 77, 79, 82	pp. 15, 23, 34, 57, 75, 93, 108–109, 112	
RL.2.1	Ask and answer such questions as who, what, where, why, and how to demonstrate understanding of key details in a text.			pp. 92–93
CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	pp. 41, 43, 47, 51, 71, 73, 75, 77, 79, 82	pp. 92–93	
RL.2.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral.			p. 112
CCR Anchor 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.				
RL.1.3	Describe characters, settings, and major events in a story, using key details.	pp. 41, 43, 49, 53, 54, 65, 75, 77, 79, 82	p. 93	
RL.2.3	Describe how characters in a story respond to major events and challenges.			pp. 92, 101
Craft and Structure				
CCR Anchor 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.				
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	pp. 43, 45, 49, 51, 77, 79, 82		
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	p. 56		p. 92
CCR Anchor 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.				
RL.1.5.	Explain major differences between books that tell stories and books that give information.			
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.			p. 101
CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.				
RL.1.6	Identify who is telling the story at various points in a text.			
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.			

Indicator Code	College and Career Readiness English Language Arts Standards: Language	NRP 7098: <i>Journey to Success Intro Level</i>	NRP 7100: <i>Journey to Success Level 1</i>	NRP 7102: <i>Journey to Success Level 2</i>
Integration of Knowledge and Ideas				
CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.				
RL.1.7	Use illustrations and details in a story to describe its characters, setting or events.	pp. 41, 47, 49, 51, 53, 70, 74, 76, 78, 80	p. 92	
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.			pp. 100–101
CCR Anchor 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.				
RL.1.8	(Not applicable to literature).			
RL.2.8	(Not applicable to literature).			
CCR Anchor 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.				
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	pp. 47, 51		
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.			
Range of Reading and Level of Text Complexity				
CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.				
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	pp. 56, 58, 60, 62, 64, 71, 73, 75, 77, 79	p. 92	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.			pp. 92, 100, 108

Indicator Code	College and Career Readiness English Language Arts Standards: Language	NRP 7098: <i>Journey to Success Intro Level</i>	NRP 7100: <i>Journey to Success Level 1</i>	NRP 7102: <i>Journey to Success Level 2</i>
WRITING				
Text Types and Purposes				
CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.				
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.			
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.			pp. 102–103, 110–111
CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.				
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		pp. 16–17, 32–33, 50–51, 76–77, 102–103.	
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			pp. 16–17, 42–43, 50–51, 58–59, 84–85
CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.				
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		pp. 24–25, 42–43, 58–59, 68–69, 84–85, 94–95, 110–111	
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			pp. 24–25, 32–33, 68–69, 94–95
Production and Distribution of Writing				
CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
W.1.4	(Begins in grade 3)			
W.2.4	(Begins in grade 3)			
CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		pp. 25, 33, 43, 51, 77, 95, 102–103, 111	
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			pp. 17, 25

Indicator Code	College and Career Readiness English Language Arts Standards: Language	NRP 7098: <i>Journey to Success Intro Level</i>	NRP 7100: <i>Journey to Success Level 1</i>	NRP 7102: <i>Journey to Success Level 2</i>
CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.				
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			
Research to Build and Present Knowledge				
CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.				
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).			
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).			
CCR Anchor 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.				
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.			pp. 42–43, 58–59, 76–77
CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.				
W.1.9	(Begins in grade 4)			
W.2.9	(Begins in grade 4)			
Range of Writing				
CCR Anchor 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.				
W.1.10	(Begins in grade 3)			
W.2.10	(Begins in grade 3)			

Indicator Code	College and Career Readiness English Language Arts Standards: Language	NRP 7098: <i>Journey to Success Intro Level</i>	NRP 7100: <i>Journey to Success Level 1</i>	NRP 7102: <i>Journey to Success Level 2</i>
READING: FOUNDATIONAL SKILLS K–5				
RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)				
RF.K.2/1.2a	Recognize and produce rhyming words.	pp. 56, 58, 60, 62, 64, 67, 68	pp. 28, 38, 46, 54, 64, 106	
RF.K.2/1.2b	Distinguish long from short vowel sounds in spoken single-syllable words.	pp. 56, 58, 60, 62, 64	pp. 11, 36, 38, 44, 52–54, 62–64, 70–72	
RF.K.2/1.2c	Count, pronounce, blend, and segment syllables in spoken words.		p. 47	
RF.K.2/1.2d	Blend and segment onsets and rimes of single-syllable spoken words.	pp. 6, 8, 10, 12, 14, 15, 16, 22, 23, 34, 56, 58, 60, 62, 64, 70, 71, 72, 74, 78	pp. 26–27, 63, 71	
RF.K.2/1.2e	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	pp. 12, 13, 18, 22–23, 36, 52, 56, 58, 60, 62, 64, 70–72, 74, 78	pp. 11, 19, 26–27, 63, 71, 78–79, 104–105	
RF.K.2/1.2f	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	pp. 68, 71, 81	p. 79	
RF.K.2/1.2g	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	pp. 56, 58, 60, 62, 64	pp. 12, 37–38, 44–45, 52–53, 62–64, 70–71	
RF.K.2/1.2h	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	pp. 56, 58, 60, 62, 64, 68, 71, 81	pp. 12, 20, 27	
RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)				
RF.K.3/1.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	pp. 6, 8, 10, 12, 14, 15, 16, 22, 25, 26, 29, 31, 34, 40, 43, 45, 47, 49, 50–51		
RF.K.3/1.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	pp. 56, 58, 60, 62, 64	pp. 10–12, 37, 45–46, 53, 63, 71	
RF.K.3/1.3c	Know the spelling-sound correspondences for common consonant digraphs.		pp. 19, 37, 88–90, 96–97	
RF.K.3/1.3d	Decode regularly spelled one-syllable words.	pp. 18, 36, 52, 56, 58, 60, 62, 64, 68, 71, 73, 75, 77	pp. 28, 45	
RF.K.3/1.3e	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	pp. 68, 71, 73, 75, 77, 79, 81	pp. 27, 37	
RF.K.3/1.3f	Know final -e and common vowel team conventions for representing long vowel sounds.		pp. 38, 45, 63, 71–72	
RF.K.3/1.3g	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		p. 47	
RF.K.3/1.3h	Decode two-syllable words following basic patterns by breaking the words into syllables.		p. 47	
RF.K.3/1.3i	Read words with inflectional endings.			

Indicator Code	College and Career Readiness English Language Arts Standards: Language	NRP 7098: <i>Journey to Success Intro Level</i>	NRP 7100: <i>Journey to Success Level 1</i>	NRP 7102: <i>Journey to Success Level 2</i>
RF.K.3/1.3j	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	pp. 7, 9, 11, 13, 15, 17, 23, 27, 35, 45, 51, 61, 63, 84–92	pp. 13, 21, 55, 81, 91	pp. 29, 39, 73, 99
RF.K.3/1.3k	Recognize and read grade-appropriate irregularly spelled words.		pp. 88–89, 96–97	
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.			pp. 10–12, 15, 36–37, 44–45
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.			pp. 11–12, 37, 45, 52–54, 62–63, 70–71, 80, 88–89, 97, 105
RF.2.3c	Identify and know the meaning of the most common prefixes and derivational suffixes.			pp. 47, 55, 81
RF.2.3d-e	Identify words with inconsistent but common spelling-sound correspondences.			pp. 18–20, 26–28, 37, 45, 63, 79–80, 97, 105
RF.2.3f	Decode words with common Latin suffixes.			
RF.2.3g	Decode multisyllable words.			
RF.2.3h	Recognize and read grade-appropriate irregularly spelled words			pp. 18–20, 79–80, 89, 105
RF.4 Read with sufficient accuracy and fluency to support comprehension. (Fluency)				
RF.K.4/1.4a	Read grade-level text with purpose and understanding.	pp. 71, 73, 75, 77, 79, 82	pp. 14, 18, 21, 26, 48, 56, 86, 100	
RF.K.4/1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	p. 82	pp. 14, 18, 21, 26, 48, 56, 60, 74, 82, 86, 100	
RF.K.4/1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	pp. 80, 82	pp. 13, 29, 39, 54, 57, 64, 72–73, 90, 99, 106	
RF.2.4a	Read grade-level text with purpose and understanding.			pp. 14, 22, 30, 34, 48, 56, 60, 66, 74, 82, 86
RF.2.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			pp. 92, 100
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary			pp. 73, 80, 91, 98, 106–107

Indicator Code	College and Career Readiness English Language Arts Standards: Language	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
LANGUAGE					
Conventions of Standard English					
CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	pp. 104, 107, 114, 139, 140			
L.3.1b	Form and use regular and irregular plural nouns.	pp. 34			
L.3.1c	Use abstract nouns (e.g., <i>childhood</i>).	pp. 136			
L.3.1d	Form and use regular and irregular verbs.	pp. 66, 136, 137			
L.3.1e	Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	pp. 110, 136, 137			
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.	pp. 136, 137, 140			
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	pp. 56, 98, 110, 117, 139			
L.3.1h	Use coordinating and subordinating conjunctions.	pp. 142			
L.3.1i	Produce simple, compound, and complex sentences.	pp. 16, 25, 35, 47, 57, 67, 78, 79, 89, 99, 110, 111, 121, 130, 131, 135			
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.4.1a	Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).		pp. 139, 141		
L.4.1b	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.				
L.4.1c	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.		pp. 140		
L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).				
L.4.1e	Form and use prepositional phrases.				
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		pp. 15, 24, 34, 35, 47, 56, 57, 66, 79, 89, 98, 99, 111, 121, 131, 135, 136		

Indicator Code	College and Career Readiness English Language Arts Standards: Language	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
L.4.1g	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).		pp. 56, 73, 137		
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.			pp. 139, 141	
L.5.1b	Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.				
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.			pp. 138	
L.5.1d	Recognize and correct inappropriate shifts in verb tense.			pp. 138	
L.5.1e	Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).				
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).				
L.6.1b	Use intensive pronouns (e.g., <i>myself, ourselves</i>).				pp. 138
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.				pp. 136
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				pp. 136
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.				pp. 137, 142
CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
L.3.2a	Capitalize appropriate words in titles.	pp. 138			
L.3.2b	Use commas in addresses.				
L.3.2c	Use commas and quotation marks in dialogue.				
L.3.2d	Form and use possessives.	pp. 141			
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	pp. 24, 34, 46, 57, 98, 110, 120, 130			

Indicator Code	College and Career Readiness English Language Arts Standards: Language	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	pp. 14, 24, 34, 66, 88, 98, 110, 115, 120			
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.				
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
L.4.2a	Use correct capitalization.		pp. 138		
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.				
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.		pp. 136.142		
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.		pp. 137		
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
L.5.2a	Use punctuation to separate items in a series.			pp. 139	
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.			pp. 139, 142	
L.5.2c	Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).			pp. 139, 142	
L.5.2d	Use underlining, quotation marks, or italics to indicate titles			pp. 137	
L.5.2e	Spell grade-appropriate words correctly, consulting references as needed			pp. 136	
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.				pp. 140, 141
L.6.2b	Spell correctly.				pp. 135
Knowledge of Language					
CCR Anchor 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.					
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
L.3.3a	Choose words and phrases for effect.	pp. 112–113			
L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.				
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.				

Indicator Code	College and Career Readiness English Language Arts Standards: Language	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
L.4.3a	Choose words and phrases to convey ideas precisely.		pp. 41		
L.4.3b	Choose punctuation for effect.				
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).				
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
L.5.3a	Expand, combine, and reduce sentences for meaning,			pp. 135, 141	
L.5.3b	Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i>) used in stories, dramas, or poems.			pp. 107	
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.				pp. 139, 142
L.6.3b	Maintain consistency in style and tone.				
Vocabulary Acquisition and Use					
CCR Anchor 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.					
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from an array of strategies.				
L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	pp. 14–15, 19, 25, 29, 35, 41, 47, 51, 57, 61, 67, 73, 79, 83, 89, 93, 99, 105, 111, 115, 121, 125, 131			
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i>).	pp. 24, 46, 66, 78, 88, 98, 110			
L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i>).	pp. 10, 14			
L.3.4d	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	pp. 9			
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.				

Indicator Code	College and Career Readiness English Language Arts Standards: Language	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.		pp. 9, 15, 19, 25, 29, 35, 41, 47, 51, 57, 61, 67, 79, 83, 89, 93, 99		
L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).		pp. 14, 24, 34, 46, 56, 66, 78, 88, 98, 110, 120, 130		
L.4.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		pp. 24, 34, 46, 56, 78, 93, 120		
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies				
L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.			pp. 9, 15, 19, 25, 29, 31, 33, 35, 41, 47, 51, 57, 61, 73, 79, 83, 89, 93, 99, 105, 115, 121, 136	
L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).			pp. 14, 24, 34, 46, 56, 66, 78, 88, 98, 110, 120, 130	
L.5.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.			pp. 46, 56, 61, 73, 78, 88, 98, 110, 120, 130	
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.				
L.6.4a	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.				pp. 9, 15, 19, 25, 29, 35, 41, 47, 51, 57, 61, 67, 73, 79, 83, 89, 93, 99, 105, 111
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).				pp. 14, 24, 34, 46, 56, 66, 78, 88, 98, 110, 120, 130
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.				pp. 61, 73, 83, 93
L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				pp. 19, 29, 51, 61, 73, 105

Indicator Code	College and Career Readiness English Language Arts Standards: Language	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.				
L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	pp. 29,93, 117			
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	pp. 9, 19, 29, 41, 47, 51, 56, 61, 73, 83, 93, 111			
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>).	pp. 51, 67, 79, 89, 111, 125			
L.4.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.				
L.4.5a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.				
L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.		pp. 14		
L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).		pp. 25, 67, 111, 115, 131		
L.5.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.				
L.5.5a	Interpret figurative language, including similes and metaphors, in context.			pp. 104, 107, 109	
L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.				
L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.			pp. 19, 41, 79, 83, 131	
L.6.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings				
L.6.5a.	Interpret figures of speech (e.g., personification) in context				pp. 114, 117, 119
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.				pp. 63, 65, 70
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrumping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).				pp. 135

Indicator Code	College and Career Readiness English Language Arts Standards: Language	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
CCR Anchor 6: Acquire and use accurately 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.					
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	pp. 8, 18, 28, 40, 50, 60, 63, 72, 82, 92, 104, 105, 108, 114, 117, 120, 124			
L.4.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).		pp. 8–9, 18–19, 28–29, 40–41, 50–51, 60–61, 72–73, 82–83, 92–93, 104–105, 111, 114–115, 121, 124–125, 131		
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).			pp. 8–9, 18–19, 28–29, 33, 35, 40–41, 50–51, 60–61, 67, 72–73, 82–83, 89, 92–93, 104–105, 114–115, 124–125	
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				pp. 8, 18, 28, 40, 50, 60, 72, 82, 92, 104, 114, 124

Indicator Code	College and Career Readiness English Language Arts Standards: Reading: Informational Text	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
READING: INFORMATIONAL TEXT					
Key Ideas and Details					
CCR Anchor 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.					
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	pp. 11, 13, 14, 21, 23, 24, 31, 33, 34, 38, 43, 45–46, 53, 55, 56, 63, 65, 66, 70, 75, 77, 78, 85, 87, 88, 95, 97			
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		pp. 11, 13, 14, 20–21, 23, 30–31, 33, 34, 38, 43, 45–46, 53, 55, 63, 65–66, 70, 75, 85, 87, 88, 95, 97, 98, 102		
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			pp. 11, 13, 21, 23, 31, 33, 45, 46, 53, 63, 65, 75, 77, 85, 87, 95, 97, 102	
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				pp. 11, 13, 21, 23, 38, 95, 97, 102
RH.6–8.1	<i>Application:</i> cite specific textual evidence to support analysis of primary and secondary sources.				pp. 43, 45
RST.6–8.1	<i>Application:</i> cite specific textual evidence to support analysis of science and technical texts.				pp. 95, 97, 102
CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.					
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	pp. 11, 13, 21, 23, 43, 45, 46, 53, 55, 70			
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.		pp. 11, 13, 14, 21, 23, 43, 45–46, 63, 65, 68, 70		
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.			pp. 43, 45, 63, 75, 77	
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.				pp. 31, 33, 38, 43, 45, 48, 75, 77

Indicator Code	College and Career Readiness English Language Arts Standards: Reading: Informational Text	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
RST.6-8.2	<i>Application:</i> determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.				pp. 75, 77
CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.					
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	pp. 13, 33, 63, 65, 95, 97			
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.		pp. 17, 31, 33, 48–49, 53, 55, 65, 75, 77, 85, 87, 102		
RI.5.3	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.			pp. 30–31, 32–33, 45, 55, 66, 75, 77, 85, 87	
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).				pp. 31, 33, 45, 63, 65, 70, 85, 87
RH.6-8.3	<i>Application:</i> identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).				pp. 63, 65, 70
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.				pp. 85, 87
Craft and Structure					
CCR Anchor 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.					
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	pp. 8, 18, 28, 40, 50, 60, 72, 82, 92			
RI.4.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 4 topic or subject area</i> .		pp. 8–9, 18–19, 28–29, 40–41, 50–51, 60–61, 72–73, 82–83, 92–93		
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .			pp. 8, 18, 28, 40, 50, 60, 72, 82, 92, 99	

Indicator Code	College and Career Readiness English Language Arts Standards: Reading: Informational Text	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.				pp.8–9, 15, 18–19, 28–29, 35, 40–41, 50–51, 60–61, 72–73, 82–83, 92–93
CCR Anchor 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.					
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	pp. 10, 12, 20, 30, 32, 64, 76, 94			
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution of events, ideas, concepts, or information in a text or part of a text.		pp. 31, 33, 75, 77, 85, 87, 95, 97		
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.			pp. 31, 33, 55, 70, 75, 77, 85, 87, 95, 97	
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.				pp. 85, 87
CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.					
RI.3.6	Distinguish their own point of view from that of the author of a text.	pp. 26			
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.				
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			pp.34, 46, 52–53, 54–55, 70, 78, 88, 98	
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.				pp. 53, 55–56

Indicator Code	College and Career Readiness English Language Arts Standards: Reading: Informational Text	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).				pp. 53, 55–56
Integration of Knowledge and Ideas					
CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.					
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	pp. 10, 12–13, 30, 32, 42, 44, 52, 54, 62, 64, 76, 84, 86, 94			
RI.4.7	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 text in which it appears.		pp. 22, 30, 32, 42, 44, 52, 54, 62, 64, 74, 76, 84, 86, 94, 96		
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.			pp. 53, 55, 70	
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.				pp. 12, 30, 32, 42, 44, 52, 54, 62, 64, 66, 74, 76, 84, 86, 94, 96
RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).				pp. 74–77, 84–87
CCR Anchor 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.					
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	pp. 31, 33, 38, 65, 75, 77, 95, 97			
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.		pp. 21, 43, 66		
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).			pp. 23, 38, 53, 55	

Indicator Code	College and Career Readiness English Language Arts Standards: Reading: Informational Text	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.				pp. 95, 97, 102
CCR Anchor 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.					
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	pp. 24, 46, 56, 77, 88, 98			
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		pp. 24, 55–56, 78		
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.			pp. 14, 24, 52–53, 54–55, 56, 66, 70	
RI.6.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.				pp. 14, 24, 34, 46, 52–53, 54–55, 56, 66, 70, 78, 88, 98
Range of Reading and Level of Text Complexity					
CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.					
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 complexity band independently and proficiently.	pp. 10, 12, 20, 22, 30, 32, 38, 42, 44, 52, 54, 56, 62, 64, 70, 74, 76, 84, 86, 94, 96, 102			
RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.		pp. 10, 12, 20, 22, 30, 32, 38, 42, 44, 52, 54, 62, 64, 70, 74, 76, 84, 86, 94, 96, 102		
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.			pp. 10, 12, 20, 22, 30, 32, 38, 42, 44, 52, 54, 62, 64, 70, 74, 76, 84, 86, 94, 96, 102	
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.				pp. 10, 12, 20, 22, 30, 32, 38, 42, 44, 52, 54, 62, 64, 70, 74, 76, 84, 86, 94, 96, 102

Indicator Code	College and Career Readiness English Language Arts Standards: Reading: Literature	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
READING: LITERATURE					
Key Ideas and Details					
CCR Anchor 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.					
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	pp. 101, 107, 109, 110, 117, 118, 119, 120, 127, 129, 134			
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		pp. 107, 109, 110, 117, 119, 120, 127, 129, 130, 134		
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			pp. 117, 119, 127, 129, 134	
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				pp. 127, 129, 134
CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.					
RL.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 text.	pp. 107, 109, 110, 122, 126, 127			
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text		pp. 127, 129, 134		
RL.5.2	Determine a theme of a story, drama, or poem from details in the 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			pp. 109–110, 117, 119, 120, 127, 129	
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.				pp. 127, 129, 134
CCR Anchor 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.					
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	pp. 110, 117, 119, 127			
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).		pp. 107, 109, 110, 117, 119, 122–123, 129		

Indicator Code	College and Career Readiness English Language Arts Standards: Reading: Literature	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing specific details in the text (e.g., how characters interact).			pp. 117, 119, 120, 127, 129, 130, 132, 134	
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.				pp. 107, 109, 110
Craft and Structure					
CCR Anchor 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.					
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	pp. 104,105, 108, 114, 117, 120, 124			
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).		pp. 104–105, 111, 114–115, 121, 124–125, 131		
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.			pp. 104–105, 107, 109, 111, 114–115, 124–125, 131	
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.				pp. 104–105, 111, 114–115, 117, 119, 121, 124–125, 131
CCR Anchor 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.					
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	pp. 127, 129			
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.				
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.				

Indicator Code	College and Career Readiness English Language Arts Standards: Reading: Literature	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.				pp. 127, 129, 132
CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.					
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	pp. 120, 122, 132, 133			
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		pp. 130, 132–133		
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.			pp. 110	
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.				pp. 127, 129, 132, 134
Integration of Knowledge and Ideas					
CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.					
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	pp. 106, 108, 126, 128			
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions in the text.		pp. 108		
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).			pp. 106–107, 108	
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.				
CCR Anchor 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.					
RL.3.8	(Not applicable to literature.)				
RL.4.8	(Not applicable to literature.)				

Indicator Code	College and Career Readiness English Language Arts Standards: Reading: Literature	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
RL.5.8	(Not applicable to literature.)				
RL.6.8	(Not applicable to literature.)				
CCR Anchor 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.					
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	pp. 130			
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures		pp. 130		
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.			pp. 130	
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.				pp. 110, 120, 130
Range of Reading and Level of Text Complexity					
CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.					
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	pp. 106, 108, 116, 118, 126, 128, 134			
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.		pp. 106, 108, 116, 118, 126, 128, 134		
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.			pp. 106, 108, 116, 118, 126, 128, 134	
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.				pp. 106, 108, 116, 118, 126, 128, 134

Indicator Code	College and Career Readiness English Language Arts Standards: Writing	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
WRITING					
Text Types and Purposes					
CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.					
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.				
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	pp. 26–27, 132–133			
W.3.1b	Provide reasons that support the opinion.	pp. 26–27, 132–133			
W.3.1c	Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	pp. 27, 133			
W.3.1d	Provide a concluding statement or section.	pp. 27, 132–133			
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
W.4.1a	Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.		pp. 26–27, 122–123		
W.4.1b	Provide reasons that are supported by facts and details.		pp. 26–27, 122–123		
W.4.1c	Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).		pp. 26–27, 122–123		
W.4.1d	Provide a concluding statement or section related to the opinion presented.		pp. 26–27, 122–123		
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
W.5.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.			pp. 58–59	
W.5.1b	Provide logically ordered reasons that are supported by facts and details.			pp. 58–59	
W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).			pp. 58–59	
W.5.1d	Provide a concluding statement or section related to the opinion presented.			pp. 58–59	
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.				
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.				pp. 16–17

Indicator Code	College and Career Readiness English Language Arts Standards: Writing	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.				pp. 16–17
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.				pp. 16–17
W.6.1d	Establish and maintain a formal style.				pp. 16–17
W.6.1e	Provide a concluding statement or section that follows the argument presented.				pp. 16–17
CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
W.3.2	Write informative/explanatory texts in which they introduce a topic and convey ideas and information clearly.				
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	pp. 36–37, 80–81			
W.3.2b	Develop the topic with facts, definitions, and details.	pp. 36–37, 80–81			
W.3.2c	Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information.	pp. 36–37, 80–81			
W.3.2d	Provide a concluding statement or section.	pp. 36–37, 80–81			
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				
W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		pp. 36–37, 48–49, 68–69, 100–101		
W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		pp. 36–37, 48–49, 68–69, 100–101		
W.4.2c	Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i>).		pp. 36–37, 48–49, 68–69, 100–101		
W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.		pp. 36–37, 48–49, 68–69, 100–101		

Indicator Code	College and Career Readiness English Language Arts Standards: Writing	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				
W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.			pp. 48–49, 80–81, 90–91, 100–101	
W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			pp. 48–49, 80–81, 90–91, 100–101	
W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).			pp. 48–49, 80–81, 90–91, 100–101	
W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.			pp. 48–49, 80–81, 90–91, 100–101	
W.5.2e	Provide a concluding statement or section related to the information or explanation presented.			pp. 48–49, 80–81, 90–91, 100–101	
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				
W.6.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.				pp. 26–27, 36–37, 58–59, 68–69
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.				pp. 26–27, 36–37, 58–59, 68–69
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.				pp. 26–27, 36–37, 58–59, 68–69
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.				pp. 26–27, 36–37, 58–59, 68–69
W.6.2e	Establish and maintain a format style.				pp. 26–27, 36–37, 58–59, 68–69
W.6.2f	Provide a concluding statement or section that follows the information or explanation presented.				pp. 26–27, 36–37, 58–59, 68–69
WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.				pp. 48–49, 58–59, 68–69, 80–81

Indicator Code	College and Career Readiness English Language Arts Standards: Writing	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.					
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	pp. 48–49, 68–69, 100–101, 112–113, 122–123			
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations	pp. 48–49, 68–69, 100–101, 112–113, 122–123			
W.3.3c	Use temporal words and phrases to signal event order.	pp. 48–49, 68–69, 100–101, 112–113, 122–123			
W.3.3d	Provide a sense of closure.	pp. 48–49, 68–69, 100–101, 112–113, 122–123			
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		pp. 16–17, 58–59, 80–81, 90–91		
W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.		pp. 16–17, 58–59, 80–81, 90–91		
W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.		pp. 16–17, 58–59, 80–81, 90–91		
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.		pp. 16–17, 58–59, 80–81, 90–91		
W.4.3e	Provide a conclusion that follows from the narrated experiences or events.		pp. 16–17, 58–59, 80–81, 90–91		
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			pp. 36–37, 68–69, 112–113	
W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.			pp. 36–37, 68–69, 112–113	
W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.			pp. 36–37, 68–69, 112–113	

Indicator Code	College and Career Readiness English Language Arts Standards: Writing	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.			pp. 36–37, 68–69, 112–113	
W.5.3e	Provide a conclusion that follows from the narrated experiences or events.			pp. 36–37, 68–69, 112–113	
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				
W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically				pp. 122–123
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.				pp. 122–123
W.6.3c	Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.				pp. 122–123
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.				pp. 122–123
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.				pp. 122–123
Production and Distribution of Writing					
CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	pp. 16–17, 58–59, 90–91, 122–123			
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		pp. 68–69, 90–91, 112–113		
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			pp. 16–17, 26–27	
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				pp. 48–49, 80–81, 90–91, 100–101

Indicator Code	College and Career Readiness English Language Arts Standards: Writing	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.					
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 here.)	pp. 16–17, 27, 122–123			
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		pp. 68–69, 90–91		
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			pp. 16–17, 26–27	
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach				
CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.					
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.				
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.				
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting				
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.				pp. 90–91

Indicator Code	College and Career Readiness English Language Arts Standards: Writing	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
Research to Build and Present Knowledge					
CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.					
W.3.7	Conduct short research projects that build knowledge about a topic.				
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.		pp. 90–91, 100–101		
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.			pp. 48–49, 90, 100	
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.				pp. 58–59
CCR Anchor 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.					
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	pp. 100, 121–122			
W.4.8	Recall relevant information from experiences or gather information from print and digital sources; take notes and categorize information, and provide a list of sources.		pp. 16–17, 36, 58–59, 80–81, 90–91, 112–113		
W.5.8	Recall relevant information from experiences or gather information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources			pp. 16–17, 68–69, 90, 100, 112	
W.6.8	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.				pp. 132–133

Indicator Code	College and Career Readiness English Language Arts Standards: Writing	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.					
W.3.9	(Begins in grade 4)				
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.				
W.4.9a	Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story of drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).		pp. 122–123, 132–133		
W.4.9b	Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).		pp. 26–27, 45, 48, 53, 55		
W.5.9	Draw evidence from literary or information texts to support analysis, reflection, and research				
W.5.9a	Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).			pp. 119–120, 122–123, 132–133	
W.5.9b	Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).			pp. 23, 46, 80	
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research				
W.6.9a	Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).				pp. 112–113, 132–133
W.6.9b	Apply <i>grade 6 Reading standards</i> literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).				pp. 16–17, 48–49

Indicator Code	College and Career Readiness English Language Arts Standards: Writing	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
Range of Writing					
CCR Anchor 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.					
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	pp. 121–122			
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		pp. 16–17, 36–37, 58–59, 65, 68–69, 90–91		
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			pp. 26–27, 58–59, 100–101	
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				pp. 90–91, 100–101

Indicator Code	College and Career Readiness English Language Arts Standards: Reading: Foundational Skill K–5	NRP 7104: <i>Journey to Success Level 3</i>	NRP 7106: <i>Journey to Success Level 4</i>	NRP 7108: <i>Journey to Success Level 5</i>	NRP 7110: <i>Journey to Success Level 6</i>
READING: FOUNDATIONAL SKILLS K–5					
RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)					
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	pp. 24, 34, 46, 57, 66, 78, 88, 98, 110, 115, 120, 130, 137			
RF.4.3	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		pp. 14, 24, 34, 46, 56, 66, 78, 88, 98, 110, 120, 130		
RF.5.3	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			pp. 14, 24, 34, 46, 56, 66, 78, 88, 98, 110, 120, 130	
RF.4 Read with sufficient accuracy and fluency to support comprehension. (Fluency)					
RF.3.4	Read grade-level text with purpose and understanding.	pp. 14–15, 19, 25, 29, 35, 41, 47, 51, 57, 61, 67, 73, 79, 83, 89, 93, 99, 105, 111, 115, 121, 125, 131			
RF.4.4	Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		pp. 9, 15, 19, 25, 29, 35, 41, 47, 51, 57, 61, 67, 79, 83, 89, 93, 99		
RF.5.4	Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			pp. 9, 15, 19, 25, 29, 31, 33, 35, 41, 47, 51, 57, 61, 73, 79, 83, 89, 93, 99, 105, 115, 121, 136	

Indicator Code	College and Career Readiness English Language Arts Standards: Language	NRP 7434: <i>Journey to Success Level 7</i>	NRP 7436: <i>Journey to Success Level 8</i>
LANGUAGE			
Conventions of Standard English			
CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	pp. 159, 161, 163	
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		pp. 159, 161–162
CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	pp. 162, 164–165	
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing		pp. 163–165
Knowledge of Language			
CCR Anchor 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.			
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	pp. 162, 164–166	
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		pp. 163–166
Vocabulary Acquisition and Use			
CCR Anchor 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.			
L.7.4	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.	pp. 9, 21, 33, 40, 47, 54–55, 59, 66–67, 71, 78–19, 82, 85, 92–93, 97, 104–105, 109, 116–117, 123, 130–131, 135, 142–143, 147, 154–155, 160	
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.		pp. 9, 16, 21, 28, 33, 40, 47, 54, 66, 71, 78, 85, 92, 87, 104, 116, 123, 130, 142, 147, 154
CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
L.7.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	pp. 9, 17, 21, 29, 33, 41, 47, 55, 59, 67, 71, 79, 85, 92–93, 97, 105, 109, 117, 123, 131, 135, 143, 147, 150, 153, 155	
L.8.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		pp. 9, 17, 21, 29, 33, 41, 47, 55, 59, 67, 71, 79, 85, 93, 97, 105, 109, 117, 123, 131, 135, 143, 147, 155

Indicator Code	College and Career Readiness English Language Arts Standards: Language	NRP 7434: <i>Journey to Success Level 7</i>	NRP 7436: <i>Journey to Success Level 8</i>
CCR Anchor 6: Acquire and use accurately 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.			
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	pp. 8–9, 20–21, 32–33, 46–47, 58–59, 70–71, 84–85, 96–97, 108–109, 122–123, 134–135, 146–147	
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		pp. 8–9, 20–21, 32–33, 46–47, 58–59, 70–71, 84–85, 96–97, 108–109, 122–123, 134–135, 146–147

Indicator Code	College and Career Readiness English Language Arts Standards: Reading: Informational Text	NRP 7434: <i>Journey to Success Level 7</i>	NRP 7436: <i>Journey to Success Level 8</i>
READING: INFORMATIONAL TEXT			
Key Ideas and Details			
CCR Anchor 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.			
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	pp. 12–15, 88–92	
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		pp. 12–15, 112–115
CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	pp. 36, 39, 50, 53	
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.		pp. 24, 27, 36, 39, 50, 53, 78
CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	pp. 10, 16, 24, 27, 36, 39	
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		pp. 22, 24–25, 27
Craft and Structure			
CCR Anchor 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.			
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	pp. 34, 37, 72, 75, 112, 115	
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choices on meaning and tone, including analogies or allusions to other texts.		pp. 60, 63, 74, 77, 148–149, 151
CCR Anchor 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.			
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.	pp. 10–11, 16, 100, 103, 110, 113, 116	
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		pp. 11, 14, 22, 25, 88, 91, 98, 101
CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.			
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	pp. 62, 65	

Indicator Code	College and Career Readiness English Language Arts Standards: Reading: Informational Text	NRP 7434: <i>Journey to Success Level 7</i>	NRP 7436: <i>Journey to Success Level 8</i>
RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		pp. 62, 65
Integration of Knowledge and Ideas			
CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
RI.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	pp. 10–11, 22–23, 25–26, 34–35, 37–38, 49, 51–52, 60–61, 63–64, 72–73, 75–76, 86–87, 89–90, 99, 101–102, 111	pp. 11, 13–14, 23, 25–26, 34–35, 37–38, 49, 51–52, 60–61, 63–64, 72–73, 76, 87, 89–90, 98–99, 101–102, 110–111, 113–114
CCR Anchor 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.			
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	pp. 12, 15, 74, 77–78, 88, 91–92	
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		pp. 12, 15, 100, 103, 112, 115
CCR Anchor 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.			
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	pp. 39, 60–63, 65	
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		pp. 60–65
Range of Reading and Level of Text Complexity			
CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.			
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	pp. 10–11, 13–14, 22–23, 25–26, 34–35, 37–38, 48–49, 51–52, 60–61, 63–64, 72–73, 75–76, 86–87, 89–90, 98–99, 101–102, 110–111, 113–114	
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.		pp. 10–11, 13–14, 22–23, 25–26, 34–35, 37–38, 48–49, 51–52, 60–61, 63–64, 72–73, 75–76, 86–87, 89–90, 98–99, 101–102, 110–111, 113–114
RI.9-10.10	Read and comprehend complex literary and informational texts at the high end of the grades 8–10 independently and proficiently	pp. 124–125, 127–128, 136–137, 139–140, 148–149, 151–152	pp. 124–125, 127–128, 136–137, 139–140, 148–149, 151–152

Indicator Code	College and Career Readiness English Language Arts Standards: Reading: Literature	NRP 7434: <i>Journey to Success Level 7</i>	NRP 7436: <i>Journey to Success Level 8</i>
READING: LITERATURE			
Key Ideas and Details			
CCR Anchor 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.			
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	pp. 125–126, 128–129	
CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	pp. 125–126, 128–129, 132–133	
RL.8.2	Determine a theme or central idea of a 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.		pp. 132–133, 138, 141
CCR Anchor 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.			
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	pp. 136–142	
RL.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.		pp. 124–129, 132–133
Craft and Structure			
CCR Anchor 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.			
RL.7.4	Determine the meaning of words and phrases as they are used in a 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.	pp. 148, 150–151, 153	
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		pp. 148–151, 153
CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.			
RL.11–12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	pp. 124–129	pp. 124–129

Indicator Code	College and Career Readiness English Language Arts Standards: Writing	NRP 7434: <i>Journey to Success Level 7</i>	NRP 7436: <i>Journey to Success Level 8</i>
WRITING			
Text Types and Purposes			
CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.			
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.	pp. 68–69	
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.		pp. 56–57
CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content	pp. 30–31, 42–43, 144–145	
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content		pp. 18–19, 118–119, 144–145, 156–157
Production and Distribution of Writing			
CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
W.9-10.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	pp. 56–57, 156–157	pp. 68–69, 106–107
Research to Build and Present Knowledge			
CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
W.9-10.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	pp. 18–19, 94–95, 106–107	pp. 30–31, 42–43, 80–81
CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.			
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	pp. 118–119, 132–133	pp. 94–95, 132–133