The repaired radio

Fiction and character | original narrative

Instructional alignment R.3 (11-12); R.5 (11-12)

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. She anticipates judgment or disappointment and encounters an invitation to work together. The hidden towel supports the earlier expectation.

2. Moving the phone aside suggests she accepts shared repair and shifts from concealing the failure to engaging with it.

3. His concern could include restoring the radio or reconnecting with Mara. The passage does not explicitly state his private motive.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Retelling the sequence without explaining how a detail supports an inference. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Write a new ending in which the father takes the radio away. Explain how that changes the defensible interpretation.

Related public evidence

ELA_2026_08_24 | public question

Official mapping for that example

ELA_2026_08_21 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

First thaw

Poetry and figurative language | original poem

Instructional alignment R.2 (11-12); R.4 (11-12)

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. A defensible reading concerns limits of control or change unfolding gradually. The unused shovel and independent thaw support it.

2. The ledger personifies ice as recording or controlling a slow accounting, lending order or persistence to the scene.

3. The speaker prepares to act but recognizes the thaw can proceed independently. Other evidence-supported readings are acceptable.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Naming personification without explaining its contribution to meaning. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Change the final line to "is waiting for my hand." Explain the shift.

Related public evidence

ELA_2026_08_23 | public question

Official mapping for that example

ELA_2026_08_22 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Who counts as a reader?

Rhetoric and perspective | original editorial

Instructional alignment R.6 (11-12); R.8 (11-12)

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. The writer urges consultation and caution before shrinking the quiet room.

2. The contrast challenges reliance on a visible metric and expands the reader's idea of value.

3. Room use, patron needs, checkout delays and feasible alternatives would support a comparison. The passage alone does not establish them.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Treating persuasive language as empirical evidence of the policy's effect. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Analyze the same issue from a librarian responsible for a long checkout queue.

Related public evidence

ELA_2026_06_2 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Should the lab remain open after school?

Source-based argument | constructed argument source set

Instructional alignment W.1 (11-12); R.7 (11-12)

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. A defensible argument may propose a limited later pilot while retaining early access. It must explain how demand, capacity and staffing evidence support that choice.

2. Source D establishes a competing scheduling need. Use it to justify preserving or testing another access route.

3. The survey may be unrepresentative. Intentions do not establish actual attendance or justify a precise prediction.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Collecting source details without explaining their relation to the claim. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Add a fifth source showing that buses leave before the proposed session ends. Revise the recommendation.

Related public evidence

ELA_2026_08_Part_2 | public question

Official mapping for that example

ELA_2026_06_Part_2 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

The title changes the reading

Structure and ambiguity | original microfiction

Instructional alignment R.5 (11-12); R.2 (11-12)

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. Inventory suggests a count of possessions, while the ending introduces an uncountable memory or loss.

2. The concrete count makes the missing intangible element more noticeable. The added pencil extends the pattern before the turn.

3. The scene may concern closure, change, remembrance or continuity. His mother's current location or fate is unspecified.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Filling an ambiguity with an unsupported biographical claim. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Retitle the piece "Opening Day" and explain what remains supportable.

Related public evidence

ELA_2026_08_24 | public question

Official mapping for that example

ELA_2026_08_23 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A chart needs a sentence

Evidence and information | constructed data and competing claims

Instructional alignment R.7 (11-12); W.1 (11-12)

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. Loans increase from 20 to 40, so borrowing grows in count under the stated equal eligible populations.

2. Late returns rise from 4 to 6, but the late-return rate falls from 20% to 15%. B's claim depends on the criterion.

3. Participation rose while the share of loans returned late fell. A higher late count alone does not establish less reliable borrowers.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Changing the denominator between a count and a rate argument. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Make the second eligible population 200. Reassess the claim about participation.

Related public evidence

ELA_2026_08_Part_2 | public question

Official mapping for that example

ELA_2026_06_Part_2 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed