



Virginia Standards Alignment
*2011 College and Career Ready Performance Expectations, produced by the State Department of
Education*
Grades: 9-12



Trademark of Renaissance Learning, Inc., and its subsidiaries, registered, common law, or pending registration in the United States and other countries.

P.O. Box 8036 • Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 • Fax: (715) 424-4242
www.renlearn.com



Virginia Standards Alignment

Standards List with Aligned Product Skills

The Standards List with Aligned Product Skills Report is a standards-oriented document showing the entire list of standards for the subject, discipline, and grade and the product skills aligned to those standards. This alignment report shows the breadth of standards coverage for the purpose and focus of this product.

Note to Educator	iii
Grades: 9-12	1



P.O. Box 8036
 Wisconsin Rapids, WI 54495-8036
 Phone: (800) 338-4204
 Fax: (715) 424-4242
 www.renlearn.com

Note to Educator:

Thank you for your interest in Renaissance Learning technology. At Renaissance Learning, we recognize the impact that standards and assessment reform have on schools. We share the concerns of educators and administrators that students perform well and that teachers have the resources they need to support their efforts to address standards and assessments.

Renaissance Learning provides alignment reports to customers to show how the skills within each product align to the skills within academic standards. The alignment report presents all of the academic reading standards for a specific state/agency with the aligned Renaissance Learning product skills indented below each standard.

STAR Reading Enterprise

NGA Center-CCSSO
Common Core State Standards Grade 6 English Language Arts

Grade 6 English Language Arts
CCR - Reading
CC RL - Literature
Key Ideas and Details

CC RL.CCR.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.

CC RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Comprehension Strategies and Constructing Meaning	Determine the main ideas of a text and whether the details add support for the main idea [Grade 5]	
	Infer the main idea when it is not explicitly stated and explain how it is conveyed with details [Grade 6]	
	Infer and analyze the main idea or essential message [Grade 7]	

CC RL.CCR.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CC 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.

Comprehension Strategies and Constructing Meaning	Understand that an accurate summary, while containing the main idea and important details, does not contain personal opinions or judgments [Grade 5]	Focus Skill
	Summarize ideas from a text, preserving the overall meaning, in order to help understand and recall important information from the text [Grade 6]	

- Standard
- Product Domain
- Product Skill
- Focus skill in Core Progress Reading

Academic standards encompass the entire set of learning and expectations that teachers are responsible for. Renaissance Learning recognizes that teachers are the key to using

products to address the entire set of standards. Renaissance Learning products are ideally suited to support teachers and academic standards. The Renaissance Learning alignment report supports teachers in this role by clearly identifying specific product skills that are aligned to the multiple skills within the standards.

On the alignment report you will see the word “Focus” next to some of the skills. Focus skills are the most critical reading skills for a student to learn at a grade level. They are key building blocks in a student’s reading education. Students need to have proficiency with focus skills to be successful in reading at their grade levels and to progress in the grades that follow. Focus skills are indicated on Renaissance Learning’s researched based and empirically validated Core Progress Reading learning progression. The Core Progress Reading identifies the continuum of reading concepts and skills needed for success in reading. The continuum begins with early literacy and progresses to the level of reading ability required for college and careers. All of the skills in the Core Progress Reading contribute to STAR Reading Enterprise Assessment.

In the alignment report, you will notice that most skills have a grade-level indicator at the end of the text. In addition to these grade-level skills, the report includes skills that are not grade specific and do not have a grade-level indicator. These skills are designated Overall Product Skills. They are skills that all students gain through use of the product.

We hope this report answers your questions regarding the alignment of Renaissance Learning technology and materials to standards. The complete alignment strategy document is available. The English Language Arts document is number R41078. If you have any questions about the alignment report, please feel free to call us at (800) 338-4204.

Sincerely,

Renaissance Learning

Grades: 9-12**Reading****Vocabulary****VA 1 - Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.**

Word Knowledge and Skills	Use knowledge of grade-appropriate affixes (e.g., amphi-, be-, epi-) and familiar words with Latin and Greek roots (e.g., audire) to predict the meanings of unfamiliar words with the same root (e.g., audio, auditory, epicenter) [Grade 9]	
	Analyze and explain the importance of subtle differences in meaning between grade-appropriate synonyms (grade level 7-9: replica/reproduction) for understanding an author's word choice in a piece of literature [Grade 9]	
	Use knowledge and a wide range of affixes and roots (e.g., Greek, Latin, Anglo-Saxon, African, and Arabic sources) and cognates (e.g., Indo-European: night [nuit, nacht, nicht, natt, noc], star [etoile, stella, ster, stern, starn, estrella]) to understand content area and technical vocabulary [Grade 10]	
	Analyze and explain the importance of subtle differences in meaning between grade-appropriate synonyms (e.g., winsome/charming) for understanding word choice in a piece of literature [Grade 10]	Focus Skill
	Use knowledge of grade-appropriate roots (e.g., surg-, surr-), affixes (e.g., de-, -ability), and cognates (e.g., Latin and Greek, Anglo-Saxon, and Semitic sources) in order to predict the meaning of unfamiliar vocabulary (e.g., insurgent, debility) [Grade 11]	
	Identify and understand alternate synonym choices (e.g., incite/instigate) when evaluating the meanings of synonyms in grade-appropriate text (reading level 9.3-11.2) [Grade 11]	
	Use knowledge of roots (e.g., herba, vorare), affixes (be-), and cognates (e.g., Latin and Greek, Anglo-Saxon, Semitic, and other Western and non-Western sources) in order to predict the meaning of unfamiliar vocabulary (e.g., benign, herbivore) in a broad array of texts [Grade 12]	
	Evaluate alternate synonym choices in grade-appropriate text (reading level 9.8-12.1) [Grade 12]	
Overall Product Skills	Build vocabulary knowledge	

VA 2 - Apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

Word Knowledge and Skills	Use knowledge of common English words and phrases adopted from other languages (e.g., banana: of African origin, Wolof; safari: Arabic) to help develop a curiosity about the origins and meanings of words [Grade 9]
---------------------------	---

	Use knowledge of common foreign words (e.g., glasnost, kamikaze) and phrases (e.g., coup d'etat, esprit de corps) in English and understand how they reflect historical events or developments [Grade 10]	
	Use knowledge of common English words from other languages (e.g., amateur, guerrilla) and foreign phrases (e.g., c'est la vie, dolce vita) used in English [Grade 11]	
	Determine the etymology of significant content-area terms (e.g., partisan, lobbyist; cytoplasm, diffusion) to gain a greater understanding of their meanings [Grade 11]	Focus Skill
	Use knowledge of common foreign words (e.g., siesta, hors d'oeuvre) and phrases (e.g., faux pas, carte blanche, carpe diem) used in English [Grade 12]	
	Analyze and explain the etymology of significant content-area terms (e.g., populist, deficit, conscription; magnetism, nucleus, chromosome) [Grade 12]	
Understanding Author's Craft	Analyze the cumulative impact of figurative language on the text as a whole [Grade 9]	Focus Skill
	Evaluate and critique an author's use of figurative language [Grade 12]	

VA 3 - Demonstrate understanding of word relationships and nuances in word meanings.

Word Knowledge and Skills	Determine the correct meanings of homophones (e.g., ascent/assent; gild/guild), homographs (e.g., articulate, attribute), and multi-meaning words within context (reading level 7.8-9.4) [Grade 9]	
	Use knowledge of increasingly sophisticated word relationships, including analogies (e.g., object function; thermometer: temperature :: barometer: air pressure), to comprehend text [Grade 9]	Focus Skill
	Use knowledge of a variety of word relationships (e.g., synonyms, antonyms; superordinate and subordinate) in analogies in order to infer the meanings of unfamiliar words in grade-appropriate texts (reading level 8.4-10.5) [Grade 10]	
	Determine the correct definitions of homophones (e.g., carat/carrot), homographs (e.g., bisque, buttness), and multi-meaning words within context (reading level 8.4-10.5) [Grade 10]	
	Determine the correct definitions of homophones (e.g., fisher/fissure), homographs (e.g., converse, drone, epic), and multi-meaning words (e.g., fabricate) based on context (reading level 9.3-11.2) [Grade 11]	
	Use knowledge of a variety of word relationships (e.g., cause/effect) in analogies to infer the meanings of unfamiliar words in a broad array of texts [Grade 11]	

Determine the correct definitions of homophones (e.g., elicit/illicit; hale/hail), homographs (e.g., garnish), and multi-meaning words (e.g., infectious) based on context (reading level 9.8-12.1) [Grade 12]

Use knowledge of a variety of word relationships (e.g., connotation/denotation) in analogies to infer the meanings of unfamiliar words in a broad array of texts [Grade 12]

VA 4 - Discriminate between connotative and denotative meanings and interpret the connotation.

Word Knowledge and Skills Understand and distinguish between the denotative and connotative meanings of words and phrases (e.g., difference between homeless, without a fixed address, vagabond) in grade-appropriate text (reading level 7.8-9.4) [Grade 9]

Understand and distinguish between the denotative and connotative meanings of words in grade-appropriate text (reading level 8.4-10.5) [Grade 10]

Differentiate between the denotative and connotative meanings (e.g., brusque, gruff, bluff, curt, crusty, blunt) of words in grade-appropriate text (reading level 9.3-11.2) [Grade 11]

Differentiate between the denotative and connotative meanings (anarchy: lawless disorder versus absence of government) of words in grade-appropriate text (reading level 9.8-12.1) [Grade 12]

VA 5 - Use context, structure, and connotations to determine meanings of words and phrases.

Word Knowledge and Skills Use a wide array of contextual clues, including understanding increasingly subtle examples, to determine or clarify the precise meanings of unfamiliar words in grade-appropriate text (reading level 7.8-9.4) [Grade 9]

Use a wide range of contextual clues, including understanding word relationships and connectives, to determine or clarify the precise meanings of unfamiliar words in grade-appropriate text (reading level 8.4-10.5) [Grade 10]

Analyze the cumulative impact of connotative meaning on a passage's meaning and tone [Grade 10]

Use context clues (e.g., conjunctive and subordinate clauses) to determine or clarify nuances in word meanings in grade-appropriate text (reading level 9.3-11.2) [Grade 11]

Evaluate the cumulative connotative impact of a word or phrase on the meaning and tone of a passage [Grade 11]

Synthesize information from context to determine or clarify nuances in word meanings in grade-appropriate text (reading level 9.8-12.1) [Grade 12]

Evaluate the cumulative connotative impact of a word or phrase on the meaning and tone of a passage, and evaluate an author's use and refinement of a key term's connotative meaning over the course of a text (e.g., use of "honest" in Othello) [Grade 12]

VA 6 - Expand general and specialized vocabulary through speaking, reading, and writing.

Overall Product Skills	Build vocabulary knowledge
------------------------	----------------------------

Nonfiction Reading**VA 7 - Read and analyze a variety of nonfiction texts.**

Overall Product Skills	Build comprehension
	Develop and build fluency
	Develop and build literacy
	Read complex text
	Read independently
	Read informational text

VA 8 - Use reading strategies throughout the reading process to monitor comprehension.

Comprehension Strategies and Constructing Meaning	Monitor and adjust understanding of text by recognizing when comprehension of texts becomes unclear and applying corrective strategies including rereading, summarizing, paraphrasing, and reviewing previous points, making connections to other texts and prior knowledge, determining word- and sentence-level meaning of confusing passages, and connecting the passage to the overall meaning of the text [Grade 9]
	Monitor and adjust understanding of text recognizing when comprehension becomes unclear and applying corrective strategies including rereading, summarizing, paraphrasing, and reviewing previous points, making connections beyond the text, determining word- and sentence-level meaning, connecting the passage to the overall meaning of the text, and compartmentalizing questions/confusion while continuing to move forward in the text [Grade 10]
	Monitor and adjust understanding of text by recognizing when comprehension becomes unclear; apply corrective strategies including rereading, reviewing previous points, making connections beyond the text, determining word- and sentence-level meaning, connecting the passage to the overall meaning of the text, compartmentalizing questions/confusion while moving forward in the text, and recognizing previous misreadings [Grade 11]
	Draw automatically on strategies as needed in order to fully comprehend a variety of complex and challenging texts and to apply the understanding to analyze and critique text [Grade 12]

	Monitor and adjust understanding of text by recognizing when comprehension becomes unclear or contentions with the text arise; apply corrective strategies including rereading, reviewing previous points, making connections beyond the text, determining word- and sentence-level meaning, connecting the passage to the overall meaning of the text, compartmentalizing questions/confusion while moving forward in the text, and recognizing previous misreadings [Grade 12]
Overall Product Skills	Apply comprehension strategies
	Monitor own performance

VA 9 - Identify author's main idea and purpose.

Comprehension Strategies and Constructing Meaning	Analyze the development of the main idea or thesis and how it relates to supporting ideas and details [Grade 9]	
	Understand and evaluate how the author's purpose is reflected in tone and word choice [Grade 9]	Focus Skill
	Analyze the development of the thesis or main idea, how it is revealed, and how it is shaped by supporting details [Grade 10]	
	Explain and interpret the thesis or main idea of complex informational or technical text and how it is supported and developed [Grade 11]	
	Evaluate the author's purpose for consistency and clarity [Grade 11]	
	Analyze and critique how the author's use of language, organizational structures, techniques, and rhetorical devices further or detract from the author's purpose [Grade 12]	

VA 10 - Summarize text relating supporting details.

Comprehension Strategies and Constructing Meaning	Recognize the differences between an accurate summary and a critique [Grade 9]
	Evaluate a complex summary (e.g., include multiple ideas/themes, supporting details) for accuracy [Grade 10]
	Evaluate whether a summary is missing critical details or misrepresents the meaning of a text [Grade 10]
	Analyze summaries of grade-level or higher texts to determine the main ideas and identify relevant details (e.g., analyze an abstract to determine if an article will be useful) [Grade 11]
	Accurately and objectively summarize how two or more central ideas of a text interact, and build on one another in order to arrive at a complex analysis of text [Grade 12]

VA 11 - Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

Comprehension Strategies and Constructing Meaning	Understand vocabulary in context (reading level 7.8-9.4) [Grade 9]
---	--

	Understand vocabulary in context (reading level 8.4-10.5) [Grade 10]
	Understand vocabulary in context (reading level 9.3-11.2) [Grade 11]
	Understand vocabulary in context (reading level 9.8-12.1) [Grade 12]

VA 12 - Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.

Comprehension Strategies and Constructing Meaning	Determine how text features are used to support the author's purpose, and analyze and evaluate the information they provide [Grade 9]	
	Evaluate how the text features of informational and functional documents support the author's purpose and text meaning [Grade 10]	Focus Skill
	Critique text features' clarity, completeness, and aesthetic appeal [Grade 11]	
	Interpret and analyze complex or subtle information from text features (e.g., scientific diagrams, political cartoons) [Grade 11]	
	Analyze and evaluate text features for effectiveness, organization, clarity, and coherence (e.g., evaluate a magazine for effective use of multiple techniques such as layout, typeface, and graphics) [Grade 12]	

Literary Reading

VA 13 - Read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.

Overall Product Skills	Build comprehension
	Develop and build fluency
	Develop and build literacy
	Read complex text
	Read independently
	Read a variety of genres
	Read literature-based text

VA 14 - Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

Analyzing Literary Text	Analyze how character relationships and interactions influence the plot [Grade 9]
	Analyze how complex characters and character relationships develop and change in a text and how this advances the plot or theme of the work [Grade 9]
	Explain how a narrator's voice and persona affect characterization, plot, and tone [Grade 9]

	Analyze how subtle themes are revealed (e.g., how characters affect its development) [Grade 9]	Focus Skill
	Evaluate the impact of setting on the meaning of the text (e.g., how does the political or social context of the setting affect the plot?) [Grade 10]	

VA 15 - Explain the influence of historical context on the form, style, and point of view of a written work.

Comprehension Strategies and Constructing Meaning	Connect literary works to historical documents or other works to show their influence on one another [Grade 10]	
Analyzing Literary Text	Analyze the setting of a literary work by comparing it to the major issues of its historical period and to the cultural artifacts (e.g., art, music) from the same time period [Grade 9]	

Reading Analysis and Critical Reading**VA 16 - Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.**

Comprehension Strategies and Constructing Meaning	Evaluate and weigh complex and/or conflicting information and textual details in order to arrive at conclusions about the meaning and/or significance of text(s) [Grade 10]	
	Analyze and critique how the author's use of language, organizational structures, techniques, and rhetorical devices further or detract from the author's purpose [Grade 12]	

VA 17 - Draw conclusions and make inferences on explicit and implied information using textual support.

Comprehension Strategies and Constructing Meaning	Analyze significant ideas and supporting details in a text to draw larger conclusions about the text meaning and/or significance [Grade 9]	
	Evaluate and weigh complex and/or conflicting information and textual details in order to arrive at conclusions about the meaning and/or significance of text(s) [Grade 10]	
	Understand and use a critical lens (e.g., philosophical, biographical) or secondary sources to interpret text and draw conclusions about text meaning and/or significance [Grade 11]	
	Synthesize ideas from close reading of texts and secondary sources to draw complex conclusions about text meaning and/or significance [Grade 12]	Focus Skill

VA 18 - Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

Comprehension Strategies and Constructing Meaning	Analyze the development of the main idea or thesis and how it relates to supporting ideas and details [Grade 9]	
	Explain and interpret the thesis or main idea of complex informational or technical text and how it is supported and developed [Grade 11]	

Analyzing Argument and Evaluating Text	Identify implicit values and beliefs revealed by an author's argument [Grade 9]
	Identify unstated assumptions on which an author's argument may be based [Grade 10]
	Analyze an author's values, beliefs, and assumptions (e.g., philosophical, political), which may be directly stated or implied [Grade 11]
	Analyze the author's values, beliefs, and assumptions (e.g., political, philosophical) as implied by the text; evaluate the extent to which the author recognizes the presence and role of these values in the argument; and recognize if the argument is viable [Grade 12]

VA 19 - Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.

Comprehension Strategies and Constructing Meaning	Analyze how an author's choices (e.g., text organization, style, use of language, literary devices, rhetorical devices) further the purpose [Grade 10]
	Analyze how the author's style, tone, and diction and rhetorical devices further or detract from the author's purpose [Grade 11]
Understanding Author's Craft	Analyze how the author uses devices and techniques (e.g., style, irony, tone, voice, mood, sound devices, allusions) to achieve aesthetic and rhetorical effects [Grade 11]

VA 20 - Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.

Comprehension Strategies and Constructing Meaning	Analyze text for use of facts, opinions, and unsupported and supported inferences [Grade 9]
Analyzing Argument and Evaluating Text	Compare how different media (magazine, documentary, Internet, TV news) handle the same story [Grade 9]
	Evaluate credibility of a text based on analysis of bias and quality of information, reasoning, and support [Grade 9]

VA 21 - Critically evaluate the accuracy, quality, and validity of the information.

Analyzing Argument and Evaluating Text	Evaluate credibility of a text based on analysis of bias and quality of information, reasoning, and support [Grade 9]
	Evaluate the credibility of an author's argument and of sources cited [Grade 10]
	Evaluate the credibility of an author's argument and the quality, credibility, and currency of sources [Grade 11]
	Evaluate the quality of cited sources and their credibility, reliability, origin, currency, consistency, logic, and coherence, noting strengths and weaknesses [Grade 12]