



Virginia Standards Alignment
2010 Standards of Learning, produced by the State Department of Education
Kindergarten through Grade Twelve



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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.

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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

Kindergarten

VA K.4 - The student will identify, say, segment, and blend various units of speech sounds.

VA K.4.a - Begin to discriminate between spoken sentences, words, and syllables.

VA K.4.b - Identify and produce words that rhyme.

Word Knowledge and Skills	Understand and identify rhyming sounds (e.g., The sound is /arn/. Look at pictures of a heart, a card, and a barn. Pick the picture that has the /arn/ sound.) [Pre-Kindergarten]	Focus Skill
	Use knowledge of rhyme to distinguish between rhyming and nonrhyming words in spoken language (e.g., The sound is /en/. Pick the picture of the word that has the /en/ sound from pictures of a fan, a pen, and a bun.) [Kindergarten]	Focus Skill
Understanding Author's Craft	Identify rhyming words, alliteration, and rhythm in oral language [Kindergarten]	

VA K.4.c - Blend and segment multisyllabic words at the syllable level.

Word Knowledge and Skills	Understand that blending phonemes produces words (e.g., blend the sounds sh- and -ip and choose the word's picture from a ship, a shower, and a lip) and that the sounds in words can be segmented [Kindergarten]	
	Identify 2- and 3-syllable patterns in spoken words by blending, counting, and segmenting syllables (e.g., tar-get makes the word target) [Kindergarten]	Focus Skill

VA K.4.d - Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).

Word Knowledge and Skills	Identify VC or CVC words by blending phonemes including consonant blends (e.g., Listen carefully to what I say: sh-oe. Pick the picture whose name I say: /sh/ /oo/.) [Kindergarten]	
	Identify single-syllable words by blending and segmenting consonant blends, long vowel digraphs, and other phonemes (e.g., /th/ /r/ /ee/ makes the word three) [Grade 1]	

VA K.4.e - Identify words according to shared beginning and/or ending sounds.

Word Knowledge and Skills	Identify initial and final phonemes in spoken words (e.g., heart has the same beginning sound as head; boot has a different ending sound than bean) [Kindergarten]	Focus Skill
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Reading

VA K.5 - The student will understand how print is organized and read.

VA K.5.a - Hold print materials in the correct position.

Overall Product Skills	Develop concepts of print
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VA K.5.b - Identify the front cover, back cover, and title page of a book.

Comprehension Strategies and Constructing Meaning	Identify a book's front and back covers; recognize where to find the names of the author and illustrator [Kindergarten]
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VA K.5.c - Distinguish between print and pictures.

Overall Product Skills	Develop concepts of print
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VA K.5.d - Follow words from left to right and from top to bottom on a printed page.

Word Knowledge and Skills	Understand that words are read from left to right and top to bottom [Pre-Kindergarten]
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Overall Product Skills	Develop concepts of print
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VA K.5.e - Match voice with print. (concept of word).

Word Knowledge and Skills	Understand that sounds that are paired with letters represent spoken speech in print [Pre-Kindergarten]	Focus Skill
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VA K.6 - The student will demonstrate an understanding that print conveys meaning.**VA K.6.a - Identify common signs and logos.**

Comprehension Strategies and Constructing Meaning	Understand the function of common signs and symbols (e.g., computer icons, map features) [Grade 1]
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Overall Product Skills	Develop concepts of print
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VA K.6.b - Explain that printed materials provide information.

Word Knowledge and Skills	Know that a written word carries meaning [Kindergarten]
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Understand that words are specific sequences of letters that carry meaning (e.g., identify which is a word, not a letter from choices d, n, and; identify which is a letter, not a word from choices this, b, fox) [Kindergarten]	Focus Skill
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VA K.6.c - Read and explain own writing and drawings.**VA K.6.d - Read his/her name and read fifteen meaningful, concrete words.**

Word Knowledge and Skills	Read grade-appropriate high-frequency (e.g., Dolch, Fry) words by sight [Kindergarten]	Focus Skill
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VA K.7 - The student will develop an understanding of basic phonetic principles.**VA K.7.a - Identify and name the uppercase and lowercase letters of the alphabet.**

Word Knowledge and Skills	Know all the letters of the alphabet and recognize their lower- and uppercase forms (e.g., Pick another way to write the letter G from q, g, j.) [Kindergarten]
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Recognize that letters are different from numbers (e.g., select 8 from choices J, g, 8) [Kindergarten]

VA K.7.b - Match consonant, short vowel, and initial consonant diagraph sounds to appropriate letters.

Word Knowledge and Skills	Know that letters are visual symbols that represent phonemes (e.g., recognize the sounds of all letters of the alphabet in lower- and uppercase forms) [Kindergarten]	Focus Skill
	Identify initial consonant sounds with the letters that represent them (e.g., pick the word that begins with the sound /g/, get; pick the first letter you hear in mop, m) [Kindergarten]	Focus Skill

VA K.7.c - Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.

VA K.7.d - Identify beginning consonant sounds in single-syllable words.

Word Knowledge and Skills	Recognize consonant-blend sounds by distinguishing between single-syllable spoken words (e.g., pick the picture whose name begins with /st/ from the pictures of stairs, soup, swing) [Kindergarten]	
	Identify initial consonant sounds with the letters that represent them (e.g., pick the word that begins with the sound /g/, get; pick the first letter you hear in mop, m) [Kindergarten]	Focus Skill
	Isolate and identify initial consonant blends in spoken and written words (e.g., pick the word that starts with /bl/ from choices block, brew, book) [Grade 1]	Focus Skill

VA K.8 - The student will expand vocabulary.

VA K.8.a - Discuss meanings of words.

Overall Product Skills	Build vocabulary knowledge
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VA K.8.b - Develop vocabulary by listening to a variety of texts read aloud.

Comprehension Strategies and Constructing Meaning	Understand vocabulary in context (reading level 0.0-1.3) [Kindergarten]
Overall Product Skills	Build vocabulary knowledge

VA K.9 - The student will demonstrate comprehension of fictional texts.

VA K.9.a - Identify what an author does and what an illustrator does.

Comprehension Strategies and Constructing Meaning	Understand how illustrations help tell a story [Kindergarten]
	Identify a book's front and back covers; recognize where to find the names of the author and illustrator [Kindergarten]

VA K.9.b - Relate previous experiences to what is read.

Comprehension Strategies and Constructing Meaning	Make connections between text and personal experiences [Kindergarten]
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VA K.9.c - Use pictures to make predictions.

Comprehension Strategies and Constructing Meaning	Confirm or correct understanding of text by using illustrations [Kindergarten]
	Make predictions based on the cover, title, and illustrations [Kindergarten]

VA K.9.d - Begin to ask and answer questions about what is read.

Comprehension Strategies and Constructing Meaning	Ask and answer questions about a text's key details (e.g., what is the cow doing in "Good Night Moon"?) [Kindergarten]
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VA K.9.e - Use story language in discussions and retellings.

Analyzing Literary Text	Identify the beginning, middle, and end of a story, and retell events from a story [Kindergarten]	Focus Skill
Overall Product Skills	Understand concepts and ideas	

VA K.9.f - Retell familiar stories, using beginning, middle, and end.

Analyzing Literary Text	Identify the beginning, middle, and end of a story, and retell events from a story [Kindergarten]	Focus Skill
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VA K.9.g - Discuss characters, setting, and events.

Analyzing Literary Text	Identify where a story takes place [Kindergarten]	
	Identify the characters in a story [Kindergarten]	
	Identify the beginning, middle, and end of a story, and retell events from a story [Kindergarten]	Focus Skill

VA K.10 - The student will demonstrate comprehension of nonfiction texts.**VA K.10.a - Use pictures to identify topic and make predictions.**

Comprehension Strategies and Constructing Meaning	Make predictions based on the cover, title, and illustrations [Kindergarten]
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VA K.10.b - Identify text features specific to the topic, such as titles, headings, and pictures.

Comprehension Strategies and Constructing Meaning	Identify the parts of a book (e.g., covers, title page, table of contents, chapters, illustrations) and the information they provide [Grade 1]
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Grade One

VA 1.4 - The student will orally identify, produce, and manipulate various units of speech sounds within words.

VA 1.4.a - Create rhyming words.

Word Knowledge and Skills	Use knowledge of sound-symbol correspondences to identify rhyming words in word families (e.g., pick the word that rhymes with sleep from choices keep, cape, ripe) [Grade 1]
Understanding Author's Craft	Identify rhyming words, alliteration, and rhythm in oral language [Kindergarten]
	Identify rhythm, rhyme, and alliteration in text [Grade 1]

VA 1.4.b - Count phonemes (sounds) in one-syllable words.

Word Knowledge and Skills	Recognize and distinguish individual phonemes in single-syllable spoken words by segmenting phonemes (e.g., the beginning, middle, and last sounds of cat are /k/ /a/ /t/) [Grade 1]	Focus Skill
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VA 1.4.c - Blend sounds to make one-syllable words.

Word Knowledge and Skills	Understand that blending phonemes produces words (e.g., blend the sounds sh- and -ip and choose the word's picture from a ship, a shower, and a lip) and that the sounds in words can be segmented [Kindergarten]
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VA 1.4.d - Segment one-syllable words into individual speech sounds (phonemes).

Word Knowledge and Skills	Identify single-syllable words by blending and segmenting consonant blends, long vowel digraphs, and other phonemes (e.g., /th/ /r/ /ee/ makes the word three) [Grade 1]	
	Recognize and distinguish individual phonemes in single-syllable spoken words by segmenting phonemes (e.g., the beginning, middle, and last sounds of cat are /k/ /a/ /t/) [Grade 1]	Focus Skill

VA 1.4.e - Add or delete phonemes (sounds) to make new words.

Word Knowledge and Skills	Add or substitute initial or final phonemes in order to produce new words in spoken language (e.g., change the /k/ in cat to /h/ to make hat; change the /g/ in bug to /s/ to make bus) [Kindergarten]	Focus Skill
	Add or substitute initial, final, or medial vowel phonemes in order to produce new words in spoken language (e.g., change /a/ in pan to /e/ to make pen; change /a/ in race to /i/ to make rice) [Grade 1]	Focus Skill

Reading

VA 1.5 - The student will apply knowledge of how print is organized and read.

VA 1.5.a - Read from left to right and from top to bottom.

Word Knowledge and Skills	Understand that words are read from left to right and top to bottom [Pre-Kindergarten]
Overall Product Skills	Develop concepts of print

VA 1.5.b - Match spoken words with print.

Word Knowledge and Skills	Understand that sounds that are paired with letters represent spoken speech in print [Pre-Kindergarten]	Focus Skill
	Know that spaces separate words (e.g., recognize the difference between Thecatsleeps. and The cat sleeps.) [Kindergarten]	

VA 1.5.c - Identify letters, words, sentences, and ending punctuation.

Word Knowledge and Skills	Understand that words are specific sequences of letters that carry meaning (e.g., identify which is a word, not a letter from choices d, n, and; identify which is a letter, not a word from choices this, b, fox) [Kindergarten]	Focus Skill
Comprehension Strategies and Constructing Meaning	Recognize that a sentence begins with a capital letter and ends with a period [Kindergarten]	
	Understand that sentences can end with a question mark or an exclamation point, and recognize that quotation marks indicate dialogue [Grade 1]	

VA 1.5.d - Read his/her own writing.**VA 1.6 - The student will apply phonetic principles to read and spell.****VA 1.6.a - Use beginning and ending consonants to decode and spell single-syllable words.**

Word Knowledge and Skills	Decode grade-appropriate words (e.g., The word is last. Last means the opposite of first. Pick the word last from last list lost.) [Grade 1]
	Isolate and identify final consonant sounds in single-syllable words (e.g., Match the word to a given final consonant sound. Read the words top, old, and lot and recognize that lot ends with the sound /t./) [Grade 1]
	Identify letters for final consonant sounds to demonstrate basic knowledge of one-to-one letter-sound correspondences in single-syllable words (e.g., pick the letter for the last sound in fan by reading from choices: f, v, and n) [Grade 1]

VA 1.6.b - Use two-letter consonant blends to decode and spell single-syllable words.

Word Knowledge and Skills	Isolate and identify initial consonant blends in spoken and written words (e.g., pick the word that starts with /bl/ from choices block, brew, book) [Grade 1]	Focus Skill
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Recognize spelling patterns in words with initial consonant blends of 2 or 3 letters (e.g., The word is strap. Pick the letters that make the sound at the beginning of strap. Pick from spl, spr, str.) [Grade 2]

VA 1.6.c - Use beginning consonant digraphs to decode and spell single-syllable words.

Word Knowledge and Skills	Recognize and identify consonant digraphs in words (e.g., pick the word that has -sh from choices saw, wash, have) [Grade 1]	Focus Skill
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VA 1.6.d - Use short vowel sounds to decode and spell single-syllable words.

Word Knowledge and Skills	Read single-syllable words and identify short vowel sounds (e.g., read the words cup, nap, and man; cup has the same middle vowel sound as run) [Grade 1]	
	Read single-syllable words and distinguish between short vowel sounds (e.g., read the words dip, cat, and nap; dip has a different middle vowel sound than hat) [Grade 1]	
	Understand that changing the middle vowel sound creates a new word (e.g., pick which word you would have by changing the /a/ sound in mast to /u/, when reading the words mist, most, and must) [Grade 1]	Focus Skill

VA 1.6.e - Blend beginning, middle, and ending sounds to recognize and read words.

Word Knowledge and Skills	Identify initial and final phonemes in spoken words (e.g., heart has the same beginning sound as head; boot has a different ending sound than bean) [Kindergarten]	Focus Skill
	Recognize and distinguish individual phonemes in single-syllable spoken words by segmenting phonemes (e.g., the beginning, middle, and last sounds of cat are /k/ /a/ /t/) [Grade 1]	Focus Skill
	Use knowledge of initial and final consonants to differentiate between written words (e.g., pick which word sounds like leak but ends with /d/ when reading the words lead, leap, and load) [Grade 1]	

VA 1.6.f - Use word patterns to decode unfamiliar words.

Word Knowledge and Skills	Decode grade-appropriate words (e.g., The word is last. Last means the opposite of first. Pick the word last from last list lost.) [Grade 1]	
	Decode words by identifying the correctly spelled CVCe pattern in a word from a spoken sentence (e.g., Read the words bakee, baike, and bake and recognize that bake is the correct spelling in the following: I like to bake bread.) [Grade 1]	
	Decode words by identifying the correctly spelled CV pattern in a word from a spoken sentence (e.g., Read the words bie, bey, and be and recognize that be is the correct spelling in the sentence, Liz is going to be late.) [Grade 1]	

	Use knowledge of syllable patterns to decode words (e.g., read a word such as animal and pick how many syllables the word has) [Grade 2]	Focus Skill
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VA 1.6.g - Read and spell simple two-syllable compound words.

Word Knowledge and Skills	Understand that a compound word is a word whose parts are also words (e.g., everyone) [Grade 1]	Focus Skill
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	Recognize and understand grade-appropriate compounds (e.g., bedtime, anything) and contractions (e.g., I'm, isn't) [Grade 1]	
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VA 1.6.h - Read and spell commonly used sight words.

Word Knowledge and Skills	Read grade-appropriate high-frequency (e.g., Dolch, Fry) words by sight [Kindergarten]	Focus Skill
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VA 1.7 - The student will use semantic clues and syntax to expand vocabulary when reading.**VA 1.7.a - Use words, phrases, and sentences.**

Word Knowledge and Skills	Use context clues (e.g., illustrations, rhyming words in poetry) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 0.5-2.5) [Grade 1]	Focus Skill
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	Use context clues (e.g., word placement, how the word starts and ends) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 2.2-3.7) [Grade 2]	
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Comprehension Strategies and Constructing Meaning	Understand vocabulary in context (reading level 0.5-2.5) [Grade 1]	
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VA 1.7.b - Use titles and pictures.

Comprehension Strategies and Constructing Meaning	Understand how illustrations help tell a story [Kindergarten]	
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	Make predictions based on the cover, title, and illustrations [Kindergarten]	
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	Identify the parts of a book (e.g., covers, title page, table of contents, chapters, illustrations) and the information they provide [Grade 1]	
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VA 1.7.c - Use information in the story to read words.

Word Knowledge and Skills	Use context clues (e.g., illustrations, rhyming words in poetry) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 0.5-2.5) [Grade 1]	Focus Skill
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Comprehension Strategies and Constructing Meaning	Understand vocabulary in context (reading level 0.5-2.5) [Grade 1]	
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VA 1.7.d - Use knowledge of sentence structure.

Word Knowledge and Skills	Use context clues (e.g., illustrations, rhyming words in poetry) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 0.5-2.5) [Grade 1]	Focus Skill
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VA 1.7.e - Use knowledge of story structure.

Analyzing Literary Text	Identify the beginning, middle, and end of a story, and retell events from a story [Kindergarten]	Focus Skill
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VA 1.7.f - Reread and self-correct.**VA 1.8 - The student will expand vocabulary.****VA 1.8.a - Discuss meanings of words in context.**

Word Knowledge and Skills	Use context clues (e.g., illustrations, rhyming words in poetry) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 0.5-2.5) [Grade 1]	Focus Skill
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VA 1.8.b - Develop vocabulary by listening to and reading a variety of texts.

Comprehension Strategies and Constructing Meaning	Understand vocabulary in context (reading level 0.5-2.5) [Grade 1]
Overall Product Skills	Build vocabulary knowledge

VA 1.8.c - Ask for the meaning of unknown words and make connections to familiar words.

Overall Product Skills	Build comprehension
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VA 1.8.d - Use text clues such as words or pictures to discern meanings of unknown words.

Word Knowledge and Skills	Use context clues (e.g., illustrations, rhyming words in poetry) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 0.5-2.5) [Grade 1]	Focus Skill
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VA 1.8.e - Use vocabulary from other content areas.**VA 1.9 - The student will read and demonstrate comprehension of a variety of fictional texts.****VA 1.9.a - Preview the selection.****VA 1.9.b - Set a purpose for reading.****VA 1.9.c - Relate previous experiences to what is read.**

Comprehension Strategies and Constructing Meaning	Connect themes to personal experiences or prior knowledge (e.g., compare a character's experience to one's own) [Grade 1]
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VA 1.9.d - Make and confirm predictions.

Comprehension Strategies and Constructing Meaning	Make predictions based on the cover, title, and illustrations [Kindergarten]	
	Predict recurring wording (e.g., "Sam I am" from "Green Eggs and Ham") [Kindergarten]	Focus Skill
	Make predictions about what will happen next and confirm predictions by using key words (e.g., next, then) [Grade 1]	

VA 1.9.e - Ask and answer who, what, when, where, why, and how questions about what is read.

Comprehension Strategies and Constructing Meaning	Ask and answer questions about a text's key details (e.g., what is the cow doing in "Good Night Moon"?) [Kindergarten]	
	Answer who, what, where, when, why, and how questions [Grade 1]	Focus Skill
	Answer leading questions to draw conclusions about text (e.g., why do you think Max was sent to his room in "Where the Wild Things Are?") [Grade 1]	

VA 1.9.f - Identify characters, setting, and important events.

Analyzing Literary Text	Identify where and when a story takes place [Grade 1]	
	Identify and describe main characters [Grade 1]	
	Identify the basic elements of a story's plot (e.g., problem, important events) [Grade 1]	Focus Skill

VA 1.9.g - Retell stories and events, using beginning, middle, and end.

Analyzing Literary Text	Identify the beginning, middle, and end of a story, and retell events from a story [Kindergarten]	Focus Skill
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VA 1.9.h - Identify the main idea or theme.

Comprehension Strategies and Constructing Meaning	Identify directly stated main ideas and important details [Grade 1]	
	Identify main ideas that are directly stated or strongly implied [Grade 2]	Focus Skill
	Distinguish main idea from topic [Grade 2]	
Analyzing Literary Text	Determine the message, or moral lesson, of a story or poem, and connect themes to life experiences [Grade 2]	

VA 1.9.i - Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

Overall Product Skills	Acquire English language, speaking, and reading skills
	Develop and build fluency
	Read literature-based text

VA 1.10 - The student will read and demonstrate comprehension of a variety of nonfiction texts.**VA 1.10.a - Preview the selection.****VA 1.10.b - Use prior and background knowledge as context for new learning.**

Overall Product Skills	Apply comprehension strategies
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VA 1.10.c - Set a purpose for reading.**VA 1.10.d - Identify text features such as pictures, headings, charts, and captions.**

Comprehension Strategies and Constructing Meaning	Identify the parts of a book (e.g., covers, title page, table of contents, chapters, illustrations) and the information they provide [Grade 1]
	Identify and understand the purpose of simple text features (e.g., illustrations, diagrams, table of contents, menus, icons) [Grade 2]

VA 1.10.e - Make and confirm predictions.

Comprehension Strategies and Constructing Meaning	Make predictions based on the cover, title, and illustrations [Kindergarten]
	Make predictions about what will happen next and confirm predictions by using key words (e.g., next, then) [Grade 1]
	Make predictions about text by using story repetition, transition words, and text features such as tables of contents, and explain whether the predictions were correct [Grade 2]

VA 1.10.f - Ask and answer who, what, where, when, why, and how questions about what is read.

Comprehension Strategies and Constructing Meaning	Answer who, what, where, when, why, and how questions [Grade 1] Focus Skill 1]
	Understand that details support the main idea in an informational passage [Grade 1]
	Identify supporting details in informational text [Grade 2]

VA 1.10.g - Identify the main idea.

Comprehension Strategies and Constructing Meaning	Identify directly stated main ideas and important details [Grade 1]
	Distinguish main idea from topic [Grade 2]

VA 1.10.h - Read and reread familiar passages with fluency, accuracy, and meaningful expression.

Overall Product Skills	Acquire English language, speaking, and reading skills
	Develop and build fluency
	Read informational text

VA 1.11 - The student will use simple reference materials.

VA 1.11.a - Use knowledge of alphabetical order by first letter.

Word Knowledge and Skills	Know the order of the alphabet (e.g., identify letters that come before or after) [Kindergarten]
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VA 1.11.b - Use a picture dictionary to find meanings of unfamiliar words.

Grade Two

VA 2.4 - The student will orally identify, produce, and manipulate various units of speech sounds within words.

VA 2.4.a - Count phonemes (sounds) within one-syllable words.

Word Knowledge and Skills	Identify single-syllable words by blending and segmenting consonant blends, long vowel digraphs, and other phonemes (e.g., /th/ /r/ /ee/ makes the word three) [Grade 1]	
	Recognize and distinguish individual phonemes in single-syllable spoken words by segmenting phonemes (e.g., the beginning, middle, and last sounds of cat are /k/ /a/ /t/) [Grade 1]	Focus Skill

VA 2.4.b - Blend sounds to make one-syllable words.

Word Knowledge and Skills	Identify single-syllable words by blending and segmenting consonant blends, long vowel digraphs, and other phonemes (e.g., /th/ /r/ /ee/ makes the word three) [Grade 1]	
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VA 2.4.c - Segment one-syllable words into individual speech sounds (phonemes).

Word Knowledge and Skills	Identify single-syllable words by blending and segmenting consonant blends, long vowel digraphs, and other phonemes (e.g., /th/ /r/ /ee/ makes the word three) [Grade 1]	
	Recognize and distinguish individual phonemes in single-syllable spoken words by segmenting phonemes (e.g., the beginning, middle, and last sounds of cat are /k/ /a/ /t/) [Grade 1]	Focus Skill

VA 2.4.d - Add or delete phonemes (sounds) to make words.

Word Knowledge and Skills	Add or substitute initial, final, or medial vowel phonemes in order to produce new words in spoken language (e.g., change /a/ in pan to /e/ to make pen; change /a/ in race to /i/ to make rice) [Grade 1]	Focus Skill
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VA 2.4.e - Blend and segment multisyllabic words at the syllable level.

Word Knowledge and Skills	Use knowledge of syllable patterns to decode words (e.g., read a word such as animal and pick how many syllables the word has) [Grade 2]	Focus Skill
	Use knowledge of syllable patterns to decode increasingly difficult multisyllable words (e.g., transportation) [Grade 3]	Focus Skill

Reading

VA 2.5 - The student will use phonetic strategies when reading and spelling.

VA 2.5.a - Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.

Word Knowledge and Skills	Recognize and identify consonant digraphs in words (e.g., pick the word that has -sh from choices saw, wash, have) [Grade 1]	Focus Skill
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Recognize spelling patterns in words with initial consonant blends of 2 or 3 letters (e.g., The word is strap. Pick the letters that make the sound at the beginning of strap. Pick from spl, spr, str.) [Grade 2]

Recognize spelling patterns in words with final consonant blends (e.g., The word is bent. Pick the letters that make the sound at the end of bent. Pick from nt, rt, nk.) [Grade 2]

Focus Skill

VA 2.5.b - Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.

Word Knowledge and Skills Decode single-syllable words with long vowel sounds (e.g., reading the words heat, let, and end, and recognizing that heat has the long vowel sound) [Grade 1]

Decode single-syllable words and identify long vowel sounds with common spellings (graphemes) in order to decode single-syllable words (e.g., Read the words feel, let, and end. Feel has the same middle vowel sound as meat.) [Grade 1]

Focus Skill

Recognize spelling patterns for long vowel digraphs (including y as a vowel), and decode associated words (e.g., The word is tail. The monkey has a long tail. Pick the word tail from the choices tail, tall, tell.) [Grade 2]

Recognize spelling patterns for variant vowel sounds and decode words with associated patterns (e.g., The sound is /ü/. Which word has the sound /ü/? Pick from choices luck, food, rope.) [Grade 2]

Focus Skill

Recognize and decode r-controlled vowel sounds in words (e.g., of the word hard, bed, and bird, bird has the /ur/ sound) [Grade 2]

Decode words by identifying the correctly spelled r-controlled vowel pattern in a word from a spoken sentence (e.g., Read the words haurd, hard, and hawrd and recognize that hard is the correct spelling in the following: The nut has a hard shell.) [Grade 2]

Focus Skill

VA 2.5.c - Decode regular multisyllabic words.

Word Knowledge and Skills Use knowledge of syllable patterns to decode words (e.g., read a word such as animal and pick how many syllables the word has) [Grade 2]

Focus Skill

Use knowledge of syllable patterns to decode increasingly difficult multisyllable words (e.g., transportation) [Grade 3]

Focus Skill

VA 2.6 - The student will use semantic clues and syntax to expand vocabulary when reading.

VA 2.6.a - Use information in the story to read words.

Word Knowledge and Skills Use context clues (e.g., word placement, how the word starts and ends) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 2.2-3.7) [Grade 2]

Comprehension Strategies and Constructing Meaning	Understand vocabulary in context (reading level 2.2-3.7) [Grade 2]
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VA 2.6.b - Use knowledge of sentence structure.

Word Knowledge and Skills	Use context clues (e.g., word placement, how the word starts and ends) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 2.2-3.7) [Grade 2]
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Comprehension Strategies and Constructing Meaning	Understand the features of sentences and paragraphs (e.g., capitalization, indentation, punctuation) [Grade 2]
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VA 2.6.c - Use knowledge of story structure and sequence.

Comprehension Strategies and Constructing Meaning	Sequence events from a story [Grade 1]
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	Recognize chronological or sequential order in a text [Grade 2]
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	Identify and explain the order of events or ideas from a text (e.g., story events, steps in a two- or three-step process) [Grade 2]
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	Recognize words and phrases that suggest the organizational structure (e.g., first, more, because) and the relationships they reveal (e.g., sequence, comparison, cause and effect) [Grade 3]
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VA 2.6.d - Reread and self-correct.

Overall Product Skills	Acquire English language, speaking, and reading skills
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VA 2.7 - The student will expand vocabulary when reading.**VA 2.7.a - Use knowledge of homophones.**

Word Knowledge and Skills	Identify and understand homophones (e.g., know/no, hear/here) and homographs/multi-meaning words (e.g., point, safe) in grade-appropriate text (reading level 2.2-3.7) using sentence context [Grade 2]
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VA 2.7.b - Use knowledge of prefixes and suffixes.

Word Knowledge and Skills	Use knowledge of simple affixes (e.g., un-, re-, over-, -er, -est) and familiar base words to predict the meanings of unfamiliar words [Grade 2]	Focus Skill
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VA 2.7.c - Use knowledge of antonyms and synonyms.

Word Knowledge and Skills	Identify and understand synonyms for grade-appropriate high-frequency words (e.g., Dolch: big/large, yell/shout, start/begin; Fry: love/like) [Grade 2]
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	Identify and understand antonyms for grade-appropriate words (e.g., many/few) [Grade 2]
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VA 2.7.d - Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.

Word Knowledge and Skills	Use context clues (e.g., word placement, how the word starts and ends) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 2.2-3.7) [Grade 2]
Comprehension Strategies and Constructing Meaning	Understand vocabulary in context (reading level 2.2-3.7) [Grade 2]

VA 2.7.e - Use vocabulary from other content areas.

Overall Product Skills	Build vocabulary knowledge
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VA 2.8 - The student will read and demonstrate comprehension of fictional texts.**VA 2.8.a - Make and confirm predictions.**

Comprehension Strategies and Constructing Meaning	Make predictions about text by using story repetition, transition words, and text features such as tables of contents, and explain whether the predictions were correct [Grade 2]
	Make predictions about text based on chapter titles, headings, tables of contents, and story patterns, and explain whether these predictions are correct [Grade 3]

VA 2.8.b - Relate previous experiences to the main idea.

Comprehension Strategies and Constructing Meaning	Identify main ideas that are directly stated or strongly implied [Grade 2]	Focus Skill
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VA 2.8.c - Ask and answer questions about what is read.

Comprehension Strategies and Constructing Meaning	Answer who, what, where, when, why, and how questions [Grade 1]	Focus Skill
	Answer leading questions to draw conclusions about text (e.g., why do you think Max was sent to his room in "Where the Wild Things Are?") [Grade 1]	
	Confirm or correct understanding of text by slowing reading pace, asking questions, and checking predictions [Grade 1]	

VA 2.8.d - Locate information to answer questions.

Comprehension Strategies and Constructing Meaning	Locate key details in text and determine what they describe or explain [Grade 2]
	Use simple text features (e.g., headings, captions, table of contents, glossaries, index) to locate information [Grade 3]

VA 2.8.e - Describe characters, setting, and important events in fiction and poetry.

Comprehension Strategies and Constructing Meaning	Make generalizations about literary elements (e.g., setting: the events in the story could have happened anywhere) [Grade 3]
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Analyzing Literary Text	Describe the setting of a story by finding and using story details and illustrations [Grade 2]	
	Identify and describe major and minor characters and their traits [Grade 2]	Focus Skill
	Identify elements of plot including problem and solution and the relationships (e.g., order, causes) between events in a story [Grade 2]	

VA 2.8.f - Identify the problem and solution.

Analyzing Literary Text	Identify elements of plot including problem and solution and the relationships (e.g., order, causes) between events in a story [Grade 2]	
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VA 2.8.g - Identify the main idea.

Comprehension Strategies and Constructing Meaning	Identify main ideas that are directly stated or strongly implied [Grade 2]	Focus Skill
	Distinguish main idea from topic [Grade 2]	
	Identify and explain the main idea and distinguish it from supporting details in informational text [Grade 3]	

VA 2.8.h - Summarize stories and events with beginning, middle, and end in the correct sequence.

Comprehension Strategies and Constructing Meaning	Sequence events from a story [Grade 1]	
	Identify and explain the order of events or ideas from a text (e.g., story events, steps in a two- or three-step process) [Grade 2]	
	Determine order of events in a text and recognize words that show sequence (e.g., first, next, then) [Grade 3]	Focus Skill
	Understand that a shorter version of a text that includes only the main idea and the key details is a summary [Grade 3]	

VA 2.8.i - Draw conclusions based on the text.

Comprehension Strategies and Constructing Meaning	Draw simple conclusions about a text using evidence and details from text and illustrations [Grade 2]	
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VA 2.8.j - Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

Overall Product Skills	Acquire English language, speaking, and reading skills	
	Develop and build fluency	
	Read literature-based text	

VA 2.9 - The student will read and demonstrate comprehension of nonfiction texts.

VA 2.9.a - Preview the selection using text features.**VA 2.9.b - Make and confirm predictions about the main idea.**

Comprehension Strategies and Constructing Meaning	Make predictions about text by using story repetition, transition words, and text features such as tables of contents, and explain whether the predictions were correct [Grade 2]
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VA 2.9.c - Use prior and background knowledge as context for new learning.

Comprehension Strategies and Constructing Meaning	Use prior knowledge and textual details to draw conclusions about Focus Skill information or events in text [Grade 3]
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VA 2.9.d - Set purpose for reading.**VA 2.9.e - Ask and answer questions about what is read.**

Comprehension Strategies and Constructing Meaning	Identify supporting details in informational text [Grade 2]
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VA 2.9.f - Locate information to answer questions.

Comprehension Strategies and Constructing Meaning	Locate key details in text and determine what they describe or explain [Grade 2]
	Use simple text features (e.g., headings, captions, table of contents, glossaries, index) to locate information [Grade 3]

VA 2.9.g - Identify the main idea.

Comprehension Strategies and Constructing Meaning	Identify main ideas that are directly stated or strongly implied [Grade 2]	Focus Skill
	Distinguish main idea from topic [Grade 2]	
Analyzing Argument and Evaluating Text	Identify the subject of a persuasive text [Grade 2]	

VA 2.9.h - Read and reread familiar passages with fluency, accuracy, and meaningful expression.

Overall Product Skills	Acquire English language, speaking, and reading skills
	Develop and build fluency

VA 2.10 - The student will demonstrate comprehension of information in reference materials.**VA 2.10.a - Use table of contents.**

Comprehension Strategies and Constructing Meaning	Identify the parts of a book (e.g., covers, title page, table of contents, chapters, illustrations) and the information they provide [Grade 1]
	Make predictions about text by using story repetition, transition words, and text features such as tables of contents, and explain whether the predictions were correct [Grade 2]

Identify and understand the purpose of simple text features (e.g., illustrations, diagrams, table of contents, menus, icons) [Grade 2]

VA 2.10.b - Use pictures, captions, and charts.

Comprehension Strategies and Constructing Meaning Identify and understand the purpose of simple text features (e.g., illustrations, diagrams, table of contents, menus, icons) [Grade 2]

Use simple text features (e.g., headings, captions, table of contents, glossaries, index) to locate information [Grade 3]

VA 2.10.c - Use dictionaries, glossaries, and indices.

Comprehension Strategies and Constructing Meaning Use simple text features (e.g., headings, captions, table of contents, glossaries, index) to locate information [Grade 3]

VA 2.10.d - Use online resources.

Grade Three**Reading****VA 3.3 - The student will apply word-analysis skills when reading.****VA 3.3.a - Use knowledge of regular and irregular vowel patterns.**

Word Knowledge and Skills	Recognize spelling patterns for long vowel digraphs (including y as a vowel), and decode associated words (e.g., The word is tail. The monkey has a long tail. Pick the word tail from the choices tail, tall, tell.) [Grade 2]	
	Recognize spelling patterns for variant vowel sounds and decode words with associated patterns (e.g., The sound is /ü/. Which word has the sound /ü/? Pick from choices luck, food, rope.) [Grade 2]	Focus Skill
	Recognize diphthong vowel sounds in order to read single-syllable words (e.g., read the words prize, poor, and point and recognize that point has the /oi/ sound) [Grade 2]	
	Decode words by identifying the correctly spelled r-controlled vowel pattern in a word from a spoken sentence (e.g., Read the words haurd, hard, and hawrd and recognize that hard is the correct spelling in the following: The nut has a hard shell.) [Grade 2]	Focus Skill

VA 3.3.b - Decode regular multisyllabic words.

Word Knowledge and Skills	Use knowledge of syllable patterns to decode increasingly difficult multisyllable words (e.g., transportation) [Grade 3]	Focus Skill
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VA 3.4 - The student will expand vocabulary when reading.**VA 3.4.a - Use knowledge of homophones.**

Word Knowledge and Skills	Identify and understand homophones (e.g., hole/whole, weak/week) and homographs/multi-meaning words (e.g., sentence, hard, chest) in grade-appropriate text (reading level 3.0-4.7) [Grade 3]	
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VA 3.4.b - Use knowledge of roots, affixes, synonyms, and antonyms.

Word Knowledge and Skills	Identify and understand antonyms for grade-appropriate words (e.g., many/few) [Grade 2]	
	Use knowledge of synonyms to help understand the meanings of unfamiliar words in grade-appropriate text (reading level 3.0-4.7) [Grade 3]	
	Identify and understand synonyms for grade-appropriate (grade level 0-3) and high-frequency words (e.g., ask/question, ill/sick) [Grade 3]	Focus Skill

	Use knowledge of grade-level appropriate affixes (e.g., un-, re-, -ful, -ly, -ness) and familiar base words to predict the meanings of unfamiliar words (e.g., unfairly, cheerful) [Grade 3]	
	Use context clues (e.g., synonyms, antonyms, examples, situation) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 4.0-5.6) [Grade 4]	
	Identify grade-appropriate affixes (e.g., dis-, in-, mis-, -ion, -less, -ment), base words (e.g., arm, fear), and root words (e.g., act, graph) in order to predict the meanings of unfamiliar or complex words (e.g., fearless, biography) [Grade 4]	Focus Skill

VA 3.4.c - Apply meaning clues, language structure, and phonetic strategies.

Word Knowledge and Skills	Use knowledge of familiar grade-appropriate words (grade level 0-2) to form compounds (e.g., paintbrush, backyard) and contractions (e.g., weren't, couldn't) and predict their meanings [Grade 2]	
	Use knowledge of syllable patterns to decode increasingly difficult multisyllable words (e.g., transportation) [Grade 3]	Focus Skill

VA 3.4.d - Use context to clarify meaning of unfamiliar words.

Word Knowledge and Skills	Use context clues (e.g., embedded word definitions, restatement) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 3.0-4.7) [Grade 3]	
Comprehension Strategies and Constructing Meaning	Understand vocabulary in context (reading level 3.0-4.7) [Grade 3]	

VA 3.4.e - Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.

Comprehension Strategies and Constructing Meaning	Understand vocabulary in context (reading level 3.0-4.7) [Grade 3]	
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VA 3.4.f - Use vocabulary from other content areas.

Overall Product Skills	Build vocabulary knowledge	
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VA 3.4.g - Use word reference resources including the glossary, dictionary, and thesaurus.

Comprehension Strategies and Constructing Meaning	Use simple text features (e.g., headings, captions, table of contents, glossaries, index) to locate information [Grade 3]	
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VA 3.5 - The student will read and demonstrate comprehension of fictional text and poetry.**VA 3.5.a - Set a purpose for reading.**

VA 3.5.b - Make connections between previous experiences and reading selections.

Comprehension Strategies and Constructing Meaning	Monitor and adjust understanding of text by using background knowledge, creating sensory images, and generating questions [Grade 3]
	Make and check predictions by using prior knowledge, ideas from the text, text features, and obvious foreshadowing clues [Grade 4]

VA 3.5.c - Make, confirm, or revise predictions.

Comprehension Strategies and Constructing Meaning	Make predictions about text based on chapter titles, headings, tables of contents, and story patterns, and explain whether these predictions are correct [Grade 3]
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VA 3.5.d - Compare and contrast settings, characters, and events.

Comprehension Strategies and Constructing Meaning	Determine order of events in a text and recognize words that show sequence (e.g., first, next, then) [Grade 3]	Focus Skill
	Make generalizations about literary elements (e.g., setting: the events in the story could have happened anywhere) [Grade 3]	
Analyzing Literary Text	Describe setting and determine why setting is important to a story [Grade 3]	
	Describe plot elements and trace how plot events lead to the resolution of a problem [Grade 3]	
	Identify and describe main characters' traits, motives, and feelings, and recognize how characters change [Grade 3]	

VA 3.5.e - Identify the author's purpose.

Comprehension Strategies and Constructing Meaning	Understand that authors write texts for different purposes [Grade 2]
	Identify the author's purpose (e.g., to inform, describe, entertain, explain, share feelings) [Grade 3]

VA 3.5.f - Ask and answer questions about what is read.

Comprehension Strategies and Constructing Meaning	Monitor and adjust understanding of text by using background knowledge, creating sensory images, and generating questions [Grade 3]
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VA 3.5.g - Draw conclusions about text.

Comprehension Strategies and Constructing Meaning	Use prior knowledge and textual details to draw conclusions about information or events in text [Grade 3]	Focus Skill
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VA 3.5.h - Identify the problem and solution.

Analyzing Literary Text	Describe plot elements and trace how plot events lead to the resolution of a problem [Grade 3]
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VA 3.5.i - Identify the main idea.

Comprehension Strategies and Constructing Meaning	Identify main ideas that are directly stated or strongly implied [Grade 2]	Focus Skill
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VA 3.5.j - Identify supporting details.

Comprehension Strategies and Constructing Meaning	Locate key details in text and determine what they describe or explain [Grade 2]
	Explain how details support the main idea [Grade 3]

VA 3.5.k - Use reading strategies to monitor comprehension throughout the reading process.

Comprehension Strategies and Constructing Meaning	Monitor and adjust understanding of text by using background knowledge, creating sensory images, and generating questions [Grade 3]
Overall Product Skills	Build comprehension
	Apply comprehension strategies
	Monitor own performance

VA 3.5.l - Differentiate between fiction and nonfiction.

Analyzing Literary Text	Distinguish between fiction and nonfiction [Grade 2]
	Use understanding of genre characteristics (e.g., structure) to distinguish among common forms of literature (e.g., plays, fiction, nonfiction, rhyming and nonrhyming poetry) [Grade 3]
	Recognize that fictional texts can contain factual information [Grade 3]
	Identify and distinguish between realistic fiction and genres that involve fantastical elements [Grade 4]

VA 3.5.m - Read with fluency and accuracy.

Overall Product Skills	Acquire English language, speaking, and reading skills
	Develop and build fluency

VA 3.6 - The student will continue to read and demonstrate comprehension of nonfiction texts.**VA 3.6.a - Identify the author's purpose.**

Comprehension Strategies and Constructing Meaning	Identify the author's purpose (e.g., to inform, describe, entertain, explain, share feelings) [Grade 3]
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VA 3.6.b - Use prior and background knowledge as context for new learning.

Comprehension Strategies and Constructing Meaning	Use prior knowledge and textual details to draw conclusions about information or events in text [Grade 3]	Focus Skill
	Make and check predictions by using prior knowledge, ideas from the text, text features, and obvious foreshadowing clues [Grade 4]	

Make inferences and generalizations about text and connect these to life experiences and prior knowledge [Grade 4]

VA 3.6.c - Preview and use text features.

Comprehension Strategies and Constructing Meaning Make predictions about text based on chapter titles, headings, tables of contents, and story patterns, and explain whether these predictions are correct [Grade 3]

Use simple text features (e.g., headings, captions, table of contents, glossaries, index) to locate information [Grade 3]

Use text features to help determine the order of steps in a procedure (e.g., arrows, numbered steps) [Grade 3]

VA 3.6.d - Ask and answer questions about what is read.

VA 3.6.e - Draw conclusions based on text.

Comprehension Strategies and Constructing Meaning Use prior knowledge and textual details to draw conclusions about Focus Skill information or events in text [Grade 3]

VA 3.6.f - Summarize major points found in nonfiction texts.

Comprehension Strategies and Constructing Meaning Understand that a shorter version of a text that includes only the main idea and the key details is a summary [Grade 3]

Understand that information can be summarized in different ways (e.g., grouping, charting, mapping, paraphrasing) to show understanding of main ideas and key details [Grade 4]

VA 3.6.g - Identify the main idea.

Comprehension Strategies and Constructing Meaning Determine author's message [Grade 3]

Identify and explain the main idea and distinguish it from supporting details in informational text [Grade 3]

Identify main ideas and implied messages [Grade 4]

VA 3.6.h - Identify supporting details.

Comprehension Strategies and Constructing Meaning Locate key details in text and determine what they describe or explain [Grade 2]

Identify supporting details in informational text [Grade 2]

Use main and supporting ideas and details to understand text [Grade 4]

VA 3.6.i - Compare and contrast the characteristics of biographies and autobiographies.

Analyzing Literary Text Distinguish among genres including poetry, plays, fiction (stories, folktales), and nonfiction (social studies, technical) [Grade 2]

Describe characteristics of poetry (e.g., rhyme patterns, line breaks), plays (e.g., dialogue, number of acts), fiction (e.g., three wishes in fairy tales, moral in fables), and nonfiction (e.g., point of view in autobiography vs. biography) [Grade 4]

VA 3.6.j - Use reading strategies to monitor comprehension throughout the reading process.

Comprehension Strategies and Constructing Meaning	Monitor and adjust understanding of text by using background knowledge, creating sensory images, and generating questions [Grade 3]
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Overall Product Skills	Build comprehension
	Apply comprehension strategies
	Monitor own performance

VA 3.6.k - Identify new information gained from reading.

Comprehension Strategies and Constructing Meaning	Use simple text features (e.g., headings, captions, table of contents, glossaries, index) to locate information [Grade 3]
	Understand simple processes described in informational text (e.g., craft project) [Grade 3]

VA 3.6.l - Read with fluency and accuracy.

Overall Product Skills	Acquire English language, speaking, and reading skills
	Develop and build fluency

VA 3.7 - The student will demonstrate comprehension of information from a variety of print and electronic resources.

VA 3.7.a - Use encyclopedias and other reference books, including online reference materials.

Comprehension Strategies and Constructing Meaning	Use simple text features (e.g., headings, captions, table of contents, glossaries, index) to locate information [Grade 3]
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VA 3.7.b - Use table of contents, indices, and charts.

Comprehension Strategies and Constructing Meaning	Use simple text features (e.g., headings, captions, table of contents, glossaries, index) to locate information [Grade 3]
	Use text features to help determine the order of steps in a procedure (e.g., arrows, numbered steps) [Grade 3]

Grade Four**Reading****VA 4.4 - The student will expand vocabulary when reading.****VA 4.4.a - Use context to clarify meanings of unfamiliar words.**

Word Knowledge and Skills	Use context clues (e.g., synonyms, antonyms, examples, situation) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 4.0-5.6) [Grade 4]
Comprehension Strategies and Constructing Meaning	Understand vocabulary in context (reading level 4.0-5.6) [Grade 4]

VA 4.4.b - Use knowledge of roots, affixes, synonyms, antonyms, and homophones.

Word Knowledge and Skills	Identify and understand synonyms for grade-appropriate words (grade level 3-4: tale/story, fearful/afraid) [Grade 4]	
	Use context clues (e.g., synonyms, antonyms, examples, situation) to determine or clarify the meanings of unfamiliar words in grade-appropriate text (reading level 4.0-5.6) [Grade 4]	
	Identify grade-appropriate affixes (e.g., dis-, in-, mis-, -ion, -less, -ment), base words (e.g., arm, fear), and root words (e.g., act, graph) in order to predict the meanings of unfamiliar or complex words (e.g., fearless, biography) [Grade 4]	Focus Skill
	Distinguish between homonyms (e.g., weave/we've) and use context to identify the meanings of multi-meaning words (e.g., sentence, crowd) in grade-appropriate text (reading level 4.0-5.6) [Grade 4]	Focus Skill

VA 4.4.c - Use word-reference materials, including the glossary, dictionary, and thesaurus.

Comprehension Strategies and Constructing Meaning	Use simple text features (e.g., headings, captions, table of contents, glossaries, index) to locate information [Grade 3]
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VA 4.4.d - Develop vocabulary by listening to and reading a variety of texts.**VA 4.4.e - Use vocabulary from other content areas.****VA 4.5 - The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.****VA 4.5.a - Explain the author's purpose.**

Comprehension Strategies and Constructing Meaning	Identify the author's purpose (e.g., to inform, describe, entertain, explain, share feelings) and explain how the reader can determine the purpose [Grade 4]
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VA 4.5.b - Describe how the choice of language, setting, characters, and information contributes to the author's purpose.

Comprehension Strategies and Constructing Meaning	Identify the author's purpose (e.g., to inform, describe, entertain, explain, share feelings) and explain how the reader can determine the purpose [Grade 4]	
Analyzing Literary Text	Describe the setting and analyze how it contributes to the story [Grade 4]	Focus Skill
	Understand the relationship between a character's actions, traits, and motives, and describe the main character's interactions with other characters [Grade 4]	
Understanding Author's Craft	Understand how word choice affects the feeling or mood of a text [Grade 4]	

VA 4.5.c - Identify the main idea.

Comprehension Strategies and Constructing Meaning	Identify and explain the main idea and explain how details support it [Grade 4]	
	Identify main ideas and implied messages [Grade 4]	

VA 4.5.d - Summarize supporting details.

Comprehension Strategies and Constructing Meaning	Understand that a summary contains lexical changes but preserves the meaning of the original text [Grade 4]	
	Use main and supporting ideas and details to understand text [Grade 4]	
	Understand that information can be summarized in different ways (e.g., grouping, charting, mapping, paraphrasing) to show understanding of main ideas and key details [Grade 4]	

VA 4.5.e - Identify the problem and solution.

Analyzing Literary Text	Analyze the elements of plot, including exposition, conflict, and resolution, and understand how events in the plot build on one another [Grade 4]	Focus Skill
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VA 4.5.f - Describe the relationship between text and previously read materials.

Comprehension Strategies and Constructing Meaning	Monitor and adjust understanding of text by using background knowledge, creating sensory images, and generating questions [Grade 3]	
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VA 4.5.g - Identify sensory words.

Understanding Author's Craft	Understand how words and phrases that appeal to the senses create images [Grade 3]	Focus Skill
	Understand why the author may have chosen to include certain sensory details [Grade 4]	

VA 4.5.h - Draw conclusions/make inferences about text.

Comprehension Strategies and Constructing Meaning	Draw multiple conclusions about information, events, or characters in text, and cite textual details that support the conclusions [Grade 4]
	Make inferences and generalizations about text and connect these to life experiences and prior knowledge [Grade 4]

VA 4.5.i - Make, confirm, or revise predictions.

Comprehension Strategies and Constructing Meaning	Make and check predictions by using prior knowledge, ideas from the text, text features, and obvious foreshadowing clues [Grade 4]
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VA 4.5.j - Identify cause and effect relationships.

Comprehension Strategies and Constructing Meaning	Recognize cause-and-effect relationships by comprehending the meaning of a whole passage rather than by identifying individual cue words [Grade 4]
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VA 4.5.k - Use reading strategies throughout the reading process to monitor comprehension.

Comprehension Strategies and Constructing Meaning	Monitor and adjust understanding of text by previewing, applying knowledge of words and sentence structure, and looking for clues to confirm inferences [Grade 4]
Overall Product Skills	Apply comprehension strategies

VA 4.5.l - Read with fluency and accuracy.

Overall Product Skills	Develop and build fluency
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VA 4.6 - The student will read and demonstrate comprehension of nonfiction texts.**VA 4.6.a - Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.**

Comprehension Strategies and Constructing Meaning	Use headings, table of contents, and illustrations to gain an overview of text content (e.g., as a skimming and scanning strategy) [Grade 4]
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VA 4.6.b - Formulate questions that might be answered in the selection.**VA 4.6.c - Explain the author's purpose.**

Comprehension Strategies and Constructing Meaning	Identify the author's purpose (e.g., to inform, describe, entertain, explain, share feelings) and explain how the reader can determine the purpose [Grade 4]
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VA 4.6.d - Identify the main idea.

Comprehension Strategies and Constructing Meaning	Identify and explain the main idea and explain how details support it [Grade 4]
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Identify main ideas and implied messages [Grade 4]

VA 4.6.e - Summarize supporting details.

Comprehension Strategies and Constructing Meaning	Understand that a shorter version of a text that includes only the main idea and the key details is a summary [Grade 3]
	Understand that a summary contains lexical changes but preserves the meaning of the original text [Grade 4]
	Understand that information can be summarized in different ways (e.g., grouping, charting, mapping, paraphrasing) to show understanding of main ideas and key details [Grade 4]

VA 4.6.f - Draw conclusions and make simple inferences using textual information as support.

Comprehension Strategies and Constructing Meaning	Draw multiple conclusions about information, events, or characters in text, and cite textual details that support the conclusions [Grade 4]
	Make inferences and generalizations about text and connect these to life experiences and prior knowledge [Grade 4]

VA 4.6.g - Distinguish between cause and effect.

Comprehension Strategies and Constructing Meaning	Recognize cause-and-effect relationships by comprehending the meaning of a whole passage rather than by identifying individual cue words [Grade 4]
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VA 4.6.h - Distinguish between fact and opinion.

Comprehension Strategies and Constructing Meaning	Recognize facts as things that can be proven and opinions as beliefs [Grade 4]	Focus Skill
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VA 4.6.i - Use prior knowledge and build additional background knowledge as context for new learning.

Comprehension Strategies and Constructing Meaning	Make inferences and generalizations about text and connect these to life experiences and prior knowledge [Grade 4]
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VA 4.6.j - Identify new information gained from reading.

Comprehension Strategies and Constructing Meaning	Locate information in simple graphical text features (e.g., illustrations, maps, timelines, tables, charts) [Grade 4]
	Use text features of functional text (e.g., memos, menus, schedules, pamphlets, instructions, forms) to locate specific information [Grade 4]

VA 4.6.k - Use reading strategies throughout the reading process to monitor comprehension.

Comprehension Strategies and Constructing Meaning	Monitor and adjust understanding of text by previewing, applying knowledge of words and sentence structure, and looking for clues to confirm inferences [Grade 4]
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Overall Product Skills Apply comprehension strategies

VA 4.6.1 - Read with fluency and accuracy.

Overall Product Skills Develop and build fluency

Grade Five**Reading****VA 5.4 - The student will expand vocabulary when reading.****VA 5.4.a - Use context to clarify meaning of unfamiliar words and phrases.**

Word Knowledge and Skills	Use context clues (e.g., use knowledge of word relationships to determine how the word is used as well as the overall meaning of the text) to determine or clarify the meanings of unfamiliar words and specialized content-area language in grade-appropriate text (reading level 5.1-6.4) [Grade 5]	Focus Skill
Comprehension Strategies and Constructing Meaning	Understand vocabulary in context (reading level 5.1-6.4) [Grade 5]	

VA 5.4.b - Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.

Word Knowledge and Skills	Identify and understand homophones (e.g., toed/toad/towed) and use context to determine the meanings of homographs (e.g., separate, bore) and multi-meaning words (e.g., agent) in grade-appropriate text (reading level 5.1-6.4) [Grade 5]
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VA 5.4.c - Use knowledge of roots, affixes, synonyms, antonyms, and homophones.

Word Knowledge and Skills	Identify and understand synonyms for grade-appropriate words (grade level 3-5: aid/help, describe/explain) [Grade 5]
	Use knowledge of grade-appropriate affixes (e.g., mid-, pre-, -able, -ible, -ant, -ent, -ous, -ation) and Latin and Greek roots to predict the meanings of unfamiliar words and content-area language with the same root (e.g., agri-/agriculture, agrarian; phon-/microphone, symphony) [Grade 5]
	Identify words in English that are adopted from other languages (e.g., kindergarten: German; foyer: French) [Grade 5]
	Identify and understand homophones (e.g., toed/toad/towed) and use context to determine the meanings of homographs (e.g., separate, bore) and multi-meaning words (e.g., agent) in grade-appropriate text (reading level 5.1-6.4) [Grade 5]

VA 5.4.d - Identify an author's use of figurative language.

Understanding Author's Craft	Understand figurative language (e.g., metaphor, simile, exaggeration) used in text [Grade 5]
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VA 5.4.e - Use dictionary, glossary, thesaurus, and other word-reference materials.

Comprehension Strategies and Constructing Meaning	Use common text features (e.g., subheadings, glossary, index, appendix) to preview or locate information [Grade 5]
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VA 5.4.f - Develop vocabulary by listening to and reading a variety of texts.

VA 5.4.g - Study word meanings across content areas.

VA 5.5 - The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.

VA 5.5.a - Describe the relationship between text and previously read materials.

VA 5.5.b - Describe character development.

Analyzing Literary Text	Describe character relationships and understand their importance to the plot of a story [Grade 5]
	Analyze how and why characters change and respond as the plot develops [Grade 5]

VA 5.5.c - Describe the development of plot and explain the resolution of conflict(s).

Analyzing Literary Text	Understand the influence of the setting and the characters on the plot [Grade 5]
	Identify plot elements and structure (e.g., exposition, rising and falling action, conflict and resolution, climax), and explain how certain events advance the plot and can foreshadow later events [Grade 5]
	Evaluate whether the plot of a story is believable [Grade 5]

VA 5.5.d - Describe the characteristics of free verse, rhymed, and patterned poetry.

VA 5.5.e - Describe how an author's choice of vocabulary contributes to the author's style.

Understanding Author's Craft	Understand how word choice creates tone [Grade 5]
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VA 5.5.f - Identify and ask questions that clarify various points of view.

Analyzing Literary Text	Identify first- and third-person point of view, and understand that the point of view of a story affects the information revealed about characters and events [Grade 5]
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VA 5.5.g - Identify main idea.

Comprehension Strategies and Constructing Meaning	Determine the main ideas of a text and whether the details add support for the main idea [Grade 5]
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VA 5.5.h - Summarize supporting details from text.

Comprehension Strategies and Constructing Meaning	Identify and recognize the arrangement of main ideas, supporting ideas, and details in text [Grade 5]
	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]

VA 5.5.i - Draw conclusions and make inferences from text.

Comprehension Strategies and Constructing Meaning

Draw multiple conclusions about information, events, or characters in text, and cite textual details that support the conclusions [Grade 4]

Recognize and distinguish between valid and invalid conclusions drawn in and from texts [Grade 5]

VA 5.5.j - Identify cause and effect relationships.

Comprehension Strategies and Constructing Meaning

Infer implied causes and effects [Grade 5]

Identify cause-and-effect relationships with multiple causes and/or effects and recognize chain reactions of events [Grade 6]

VA 5.5.k - Make, confirm, or revise predictions.

Comprehension Strategies and Constructing Meaning

Recognize whether predictions are reasonable by weighing information against prior experience and known facts from the text [Grade 5]

Confirm or refute predictions and make adjustments [Grade 5]

Make predictions and locate evidence in the text to support the predictions [Grade 6]

VA 5.5.l - Use reading strategies throughout the reading process to monitor comprehension.

Comprehension Strategies and Constructing Meaning

Monitor and adjust understanding of text by previewing and setting a purpose for reading and reading ahead [Grade 5]

Overall Product Skills

Apply comprehension strategies

VA 5.5.m - Read with fluency and accuracy.

Overall Product Skills

Develop and build fluency

VA 5.6 - The student will read and demonstrate comprehension of nonfiction texts.

VA 5.6.a - Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.

Comprehension Strategies and Constructing Meaning

Use common text features (e.g., subheadings, glossary, index, appendix) to preview or locate information [Grade 5]

VA 5.6.b - Use prior knowledge and build additional background knowledge as context for new learning.

Comprehension Strategies and Constructing Meaning

Make inferences and generalizations about text and connect these to life experiences and prior knowledge [Grade 4]

Make connections between texts, life experience, and prior knowledge in order to clarify ideas or to form generalizations [Grade 6]

VA 5.6.c - Skim materials to develop a general overview of content and to locate specific information.

Comprehension Strategies and Constructing Meaning Use common text features (e.g., subheadings, glossary, index, appendix) to preview or locate information [Grade 5]

Overall Product Skills Apply comprehension strategies

VA 5.6.d - Identify the main idea of nonfiction texts.

Comprehension Strategies and Constructing Meaning Determine the main ideas of a text and whether the details add support for the main idea [Grade 5]

VA 5.6.e - Summarize supporting details in nonfiction texts.

Comprehension Strategies and Constructing Meaning Identify and recognize the arrangement of main ideas, supporting ideas, and details in text [Grade 5]

Understand that an accurate summary, while containing the main idea and important details, does not contain personal opinions or judgments [Grade 5]

Focus Skill

VA 5.6.f - Identify structural patterns found in nonfiction.

Comprehension Strategies and Constructing Meaning Determine the organizational structure (e.g., comparison/contrast, cause/effect, sequence) of a nonfiction text or passage [Grade 4]

Compare and contrast the organization structures of texts to determine differences [Grade 5]

Identify and analyze common organizational structures to determine the connections between ideas (e.g., cause/effect, main idea/support) [Grade 5]

VA 5.6.g - Locate information to support opinions, predictions, and conclusions.

Comprehension Strategies and Constructing Meaning Distinguish facts from opinions, and recognize that opinions and inferences can be supported by facts [Grade 5]

Make predictions and locate evidence in the text to support the predictions [Grade 6]

VA 5.6.h - Identify cause and effect relationships following transition words signaling the pattern.

Comprehension Strategies and Constructing Meaning Recognize cause-and-effect relationships by comprehending the meaning of a whole passage rather than by identifying individual cue words [Grade 4]

Infer implied causes and effects [Grade 5]

Identify cause-and-effect relationships with multiple causes and/or effects and recognize chain reactions of events [Grade 6]

VA 5.6.i - Differentiate between fact and opinion.

Comprehension Strategies and Constructing Meaning	Recognize facts as things that can be proven and opinions as beliefs [Grade 4]	Focus Skill
	Distinguish facts from opinions, and recognize that opinions and inferences can be supported by facts [Grade 5]	

VA 5.6.j - Identify, compare, and contrast relationships.

Comprehension Strategies and Constructing Meaning	Categorize information on a topic to understand similarities and differences [Grade 5]
	Recognize similarities and differences in text elements and ideas not explicitly compared in the text [Grade 5]

VA 5.6.k - Identify new information gained from reading.**VA 5.6.l - Use reading strategies throughout the reading process to monitor comprehension.**

Comprehension Strategies and Constructing Meaning	Monitor and adjust understanding of text by previewing and setting a purpose for reading and reading ahead [Grade 5]
Overall Product Skills	Apply comprehension strategies

VA 5.6.m - Read with fluency and accuracy.

Overall Product Skills	Develop and build fluency
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Grade Six**Reading**

VA 6.4 - The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.

VA 6.4.a - Identify word origins and derivations.

Word Knowledge and Skills	Understand the origins and meanings of frequently used English words from other languages (e.g., French: essay) [Grade 6]
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VA 6.4.b - Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.

Word Knowledge and Skills	Identify and understand synonyms for grade-appropriate words (e.g., acquire/obtain), and identify slight differences in the meanings of synonyms [Grade 6]
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	Understand the origins and meanings of frequently used English words from other languages (e.g., French: essay) [Grade 6]
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	Use knowledge of grade-appropriate affixes (e.g., post-, over-, under-, ex-, il-, im-, ir-, -ate, -ive, -ship, -ance, -ence, -ant, -ent) and Latin and Greek roots (e.g., gram, polis) to predict the meanings of unfamiliar words with the same roots (e.g., monogram, metropolis) [Grade 6]
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VA 6.4.c - Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.

Word Knowledge and Skills	Identify and understand homophones (e.g., feat/feet), homographs (e.g., estimate, conflict), and multi-meaning words (e.g., chief) in grade-appropriate text (reading level 5.8-7.2) [Grade 6]
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VA 6.4.d - Identify and analyze figurative language.

Understanding Author's Craft	Interpret figurative language (e.g., metaphor, simile, hyperbole, personification) in context in order to understand its impact on text meaning [Grade 6]	Focus Skill
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VA 6.4.e - Use word-reference materials.

Comprehension Strategies and Constructing Meaning	Use a variety of text features (e.g., glossaries, indexes, headings, bold type, sidebars, captions) to preview and locate information [Grade 6]
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VA 6.4.f - Extend general and specialized vocabulary through speaking, listening, reading, and writing.

VA 6.5 - The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

VA 6.5.a - Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.

Analyzing Literary Text	Analyze characters and their interactions with other characters and with other literary elements (e.g., how character relationships advance the plot or reveal the theme) [Grade 6]	
	Identify and analyze plot elements and structure (e.g., exposition and character development, rising action and falling action, turning point and climax, conflict and resolution) to better comprehend plot [Grade 6]	
	Describe and analyze aspects of setting including situation (e.g., Revolutionary War) as well as the time and place to better comprehend how setting affects the plot and characters [Grade 6]	
	Infer the theme of a work and explain how it is conveyed [Grade 6]	Focus Skill

VA 6.5.b - Make, confirm, and revise predictions.

Comprehension Strategies and Constructing Meaning	Confirm or refute predictions and make adjustments [Grade 5]	
	Make predictions and locate evidence in the text to support the predictions [Grade 6]	

VA 6.5.c - Describe how word choice and imagery contribute to the meaning of a text.

Understanding Author's Craft	Identify how authors use language (e.g., figurative and literal, word choice, text structures) to achieve particular effects (e.g., to establish mood or tone, to create imagery) [Grade 6]	
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VA 6.5.d - Describe cause and effect relationships and their impact on plot.

Comprehension Strategies and Constructing Meaning	Infer implied causes and effects [Grade 5]	
	Identify cause-and-effect relationships with multiple causes and/or effects and recognize chain reactions of events [Grade 6]	

VA 6.5.e - Use prior and background knowledge as context for new learning.**VA 6.5.f - Use information in the text to draw conclusions and make inferences.**

Comprehension Strategies and Constructing Meaning	Explain the basis for conclusions drawn about texts and revise conclusions based on new information [Grade 6]	
	Draw conclusions based on analysis of textual details (e.g., draw conclusions about character traits based on actions) [Grade 7]	Focus Skill

VA 6.5.g - Explain how character and plot development are used in a selection to support a central conflict or story line.

Analyzing Literary Text	Describe character relationships and understand their importance to the plot of a story [Grade 5]	
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Analyze how and why characters change and respond as the plot develops [Grade 5]

Analyze characters and their interactions with other characters and with other literary elements (e.g., how character relationships advance the plot or reveal the theme) [Grade 6]

Identify and analyze plot elements and structure (e.g., exposition and character development, rising action and falling action, turning point and climax, conflict and resolution) to better comprehend plot [Grade 6]

Evaluate the credibility of the characters and plot in a work of fiction by comparing them to prior experience [Grade 6]

Evaluate the credibility of the characters and plot in a work of fiction by providing specific details from the text as evidence [Grade 7]

VA 6.5.h - Identify the main idea.

Comprehension Strategies and
Constructing Meaning

Infer the main idea when it is not explicitly stated and explain how it is conveyed with details [Grade 6]

Connect main ideas in one text to those in another text [Grade 6]

VA 6.5.i - Identify and summarize supporting details.

Comprehension Strategies and
Constructing Meaning

Identify and recognize the arrangement of main ideas, supporting ideas, and details in text [Grade 5]

Understand that an accurate summary, while containing the main idea and important details, does not contain personal opinions or judgments [Grade 5]

Focus Skill

Distinguish more important from less important details [Grade 6]

Focus Skill

VA 6.5.j - Identify and analyze the author's use of figurative language.

Understanding Author's Craft

Interpret figurative language (e.g., metaphor, simile, hyperbole, personification) in context in order to understand its impact on text meaning [Grade 6]

Focus Skill

VA 6.5.k - Identify transitional words and phrases that signal an author's organizational pattern.

Comprehension Strategies and
Constructing Meaning

Describe an author's use of transitional devices (e.g., conjunctive adverbs -- in addition, however, secondly) and other organizational language (e.g., connectives if-then, and, not) [Grade 7]

VA 6.5.l - Use reading strategies to monitor comprehension throughout the reading process.

Comprehension Strategies and
Constructing Meaning

Monitor and adjust understanding of text by visualizing unfamiliar situations and diagramming complex relationships [Grade 6]

Overall Product Skills	Apply comprehension strategies
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VA 6.6 - The student will read and demonstrate comprehension of a variety of nonfiction texts.

VA 6.6.a - Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.

Comprehension Strategies and Constructing Meaning	Use common text features (e.g., headlines, hyperlinks, illustrations, captions, sidebars) to navigate, search, and preview information in magazines, in newspapers, and on websites [Grade 6]
	Use a variety of text features (e.g., glossaries, indexes, headings, bold type, sidebars, captions) to preview and locate information [Grade 6]
	Interpret and apply information from graphical text features of nonfiction and functional text (e.g., illustrations, maps, timelines, tables, charts, cartoons), and understand how those text features support the text [Grade 6]

VA 6.6.b - Use prior knowledge and build additional background knowledge as context for new learning.

Comprehension Strategies and Constructing Meaning	Make connections between texts, life experience, and prior knowledge in order to clarify ideas or to form generalizations [Grade 6]
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VA 6.6.c - Identify questions to be answered.

Comprehension Strategies and Constructing Meaning	Monitor and adjust understanding of text by previewing and setting a purpose for reading and reading ahead [Grade 5]
Overall Product Skills	Apply comprehension strategies
	Read to increase performance
	Learn/Know how to take a test or quiz

VA 6.6.d - Make, confirm, or revise predictions.

Comprehension Strategies and Constructing Meaning	Confirm or refute predictions and make adjustments [Grade 5]
	Make predictions and locate evidence in the text to support the predictions [Grade 6]

VA 6.6.e - Draw conclusions and make inferences based on explicit and implied information.

Comprehension Strategies and Constructing Meaning	Explain the basis for conclusions drawn about texts and revise conclusions based on new information [Grade 6]
	Draw conclusions based on analysis of textual details (e.g., draw conclusions about character traits based on actions) [Grade 7]

Focus Skill

VA 6.6.f - Differentiate between fact and opinion.

Comprehension Strategies and Constructing Meaning	Explain an author's opinion [Grade 6]
	Distinguish facts from opinions and recognize when opinions and inferences are not supported by facts or reasons [Grade 6]
	Distinguish facts from opinions and assertions, understanding that facts can be verified and opinions disputed [Grade 7]

VA 6.6.g - Identify main idea.

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]
	Connect main ideas in one text to those in another text [Grade 6]

VA 6.6.h - Summarize supporting details.

Comprehension Strategies and Constructing Meaning	Summarize ideas from a text, preserving the overall meaning, in order to help understand and recall important information from the text [Grade 6]
	Analyze a summary for main ideas, supporting details, and overall meaning [Grade 7]

VA 6.6.i - Compare and contrast information about one topic, which may be contained in different selections.

Comprehension Strategies and Constructing Meaning	Recognize similarities and differences in text elements and ideas not explicitly compared in the text [Grade 5]
	Explain similarities and differences (e.g., purpose, organization, main ideas) between texts on the same topic [Grade 6]
	Draw conclusions based on similarities and differences in a text (e.g., assess a character based on his/her similarities to another character) [Grade 6]

VA 6.6.j - Identify the author's organizational pattern.

Comprehension Strategies and Constructing Meaning	Identify and analyze common organizational structures to determine the connections between ideas (e.g., cause/effect, main idea/support) [Grade 5]
	Understand the relationship between the author's purpose (e.g., to inform, to entertain) and the organizational structure [Grade 6]
	Analyze paragraph structure (e.g., purpose of a specific sentence, organization of supporting details) [Grade 6]

VA 6.6.k - Identify cause and effect relationships.

Comprehension Strategies and Constructing Meaning	Identify cause-and-effect relationships with multiple causes and/or effects and recognize chain reactions of events [Grade 6]
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VA 6.6.1 - Use reading strategies to monitor comprehension throughout the reading process.

Comprehension Strategies and Constructing Meaning	Monitor and adjust understanding of text by visualizing unfamiliar situations and diagramming complex relationships [Grade 6]
Overall Product Skills	Apply comprehension strategies

Grade Seven**Reading**

VA 7.4 - The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.

VA 7.4.a - Identify word origins and derivations.

Word Knowledge and Skills	Identify the origins and meanings of common English words from other languages (e.g., Italian: ballot) [Grade 7]
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VA 7.4.b - Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.

Word Knowledge and Skills	Identify the origins and meanings of common English words from other languages (e.g., Italian: ballot) [Grade 7]
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Identify and understand synonyms for grade-appropriate words (grade level 7 and below: initiate/start) and determine the subtle differences in meaning between synonyms [Grade 7]	Focus Skill
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Use knowledge of grade-appropriate affixes (e.g., be-, circu-) and Latin and Greek roots in familiar words (e.g., urbs, phone) to predict the meanings of unfamiliar words with the same root (e.g., urban, cacophonous) [Grade 7]
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VA 7.4.c - Identify and analyze figurative language.

Understanding Author's Craft	Analyze how figurative language (e.g., analogies, idioms, metaphors, similes, personification, puns, hyperbole) affects the meaning and mood of a text [Grade 7]
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VA 7.4.d - Identify connotations.

Word Knowledge and Skills	Identify and analyze the differences between words and phrases with similar denotative meanings that carry different connotations (e.g., sulk/brood; ally/comrade/best friend) in grade-appropriate text (reading level 6.5-8.1) [Grade 7]
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VA 7.4.e - Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.

Word Knowledge and Skills	Identify and understand homophones (e.g., bow/beau), and use context clues to determine the meanings of homographs (e.g., initial, quarry, couch) and multi-meaning words (e.g., canteen) in grade-appropriate text (reading level 6.5-8.1) [Grade 7]
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VA 7.4.f - Extend general and specialized vocabulary through speaking, listening, reading, and writing.

VA 7.5 - The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

VA 7.5.a - Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.

Analyzing Literary Text	Analyze plot structure and development (e.g., conflict and resolution, rising and falling action, subplots) and determine how events advance the plot, explain previous events, and foreshadow later events [Grade 7]	Focus Skill
	Recognize how characters are revealed through their thoughts and actions, through the thoughts of other characters, through dialogue, and through the author's descriptions [Grade 7]	
	Infer the theme or themes in a text and analyze how theme is developed [Grade 7]	
	Analyze different aspects of setting including time of day, historical period, place/culture, and situation to determine each aspect's contribution to the text [Grade 7]	

VA 7.5.b - Compare and contrast various forms and genres of fictional text.

Analyzing Literary Text	Identify and analyze the characteristics of genres of fiction (e.g., historical fiction, mystery, science fiction, fantasy, myth), nonfiction (e.g., essay, biography), and different forms of poetry (e.g., sonnet, haiku, free verse) and drama [Grade 7]
	Analyze common elements used in epic tales and mythology such as the extended simile and the quest, and compare such stories from various cultures [Grade 7]

VA 7.5.c - Identify conventional elements and characteristics of a variety of genres.

Analyzing Literary Text	Identify and analyze the characteristics of genres of fiction (e.g., historical fiction, mystery, science fiction, fantasy, myth), nonfiction (e.g., essay, biography), and different forms of poetry (e.g., sonnet, haiku, free verse) and drama [Grade 7]
	Analyze common elements used in epic tales and mythology such as the extended simile and the quest, and compare such stories from various cultures [Grade 7]

VA 7.5.d - Describe the impact of word choice, imagery, and literary devices including figurative language.

Understanding Author's Craft	Interpret the tone and mood of a text, and analyze how the author's word choice creates tone and mood [Grade 7]	Focus Skill
	Explain the purpose of common allusions (e.g., Trojan Horse, labyrinth, a Scrooge), common archetypal patterns, symbols, and stylistic elements [Grade 7]	
	Analyze how figurative language (e.g., analogies, idioms, metaphors, similes, personification, puns, hyperbole) affects the meaning and mood of a text [Grade 7]	

Analyze how literary devices affect the meaning of a text [Grade 7]

VA 7.5.e - Make, confirm, and revise predictions.

Comprehension Strategies and Constructing Meaning

Make predictions and locate evidence in the text to support the predictions [Grade 6]

Make predictions based on evidence in the text, and predict different outcomes if variables were to be changed (e.g., if the setting were different) [Grade 7]

Make and adjust detailed predictions about content (e.g., development of ideas, topics, events, themes), author's purpose, and text organization by using prior knowledge, text features, and structure, and by previewing and questioning the text [Grade 8]

VA 7.5.f - Use prior and background knowledge as a context for new learning.

VA 7.5.g - Make inferences and draw conclusions based on the text.

Comprehension Strategies and Constructing Meaning

Draw conclusions based on analysis of textual details (e.g., draw conclusions about character traits based on actions) [Grade 7]

Focus Skill

VA 7.5.h - Identify the main idea.

Comprehension Strategies and Constructing Meaning

Infer and analyze the main idea or essential message [Grade 7]

VA 7.5.i - Summarize text relating supporting details.

Comprehension Strategies and Constructing Meaning

Understand that a summary may be of an entire text (e.g., to be used to determine whether a text might be useful) or just a portion of that text (e.g., to be used by a reader to check understanding) and distinguish between these [Grade 7]

Analyze a summary for main ideas, supporting details, and overall meaning [Grade 7]

VA 7.5.j - Identify the author's organizational pattern.

Comprehension Strategies and Constructing Meaning

Describe an author's use of transitional devices (e.g., conjunctive adverbs -- in addition, however, secondly) and other organizational language (e.g., connectives if-then, and, not) [Grade 7]

Analyze how the text is organized and explain how important sections of the text contribute to the development of its larger message [Grade 7]

VA 7.5.k - Identify cause and effect relationships.

Comprehension Strategies and Constructing Meaning

Apply knowledge from the text and from prior experience to predict likely effects of a cause or to infer the cause of effects [Grade 7]

VA 7.5.1 - Use reading strategies to monitor comprehension throughout the reading process.

Comprehension Strategies and Constructing Meaning	Monitor and adjust understanding of text by recognizing when comprehension becomes unclear and applying corrective strategies including rereading, summarizing and reviewing previous points, and making connections to other texts and prior knowledge [Grade 7]
Overall Product Skills	Apply comprehension strategies

VA 7.6 - The student will read and demonstrate comprehension of a variety of nonfiction texts.**VA 7.6.a - Use prior and background knowledge as a context for new learning.**

Comprehension Strategies and Constructing Meaning	Connect universal themes to personal experience, prior knowledge, or works of literature [Grade 8]
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VA 7.6.b - Use text structures to aid comprehension.

Comprehension Strategies and Constructing Meaning	Identify and use a wide range of text features (e.g., glossaries and indices, footnotes and bibliographies) to locate information and to aid in skimming and scanning text for specific information [Grade 7]
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VA 7.6.c - Identify an author's organizational pattern using textual clues, such as transitional words and phrases.

Comprehension Strategies and Constructing Meaning	Describe an author's use of transitional devices (e.g., conjunctive adverbs -- in addition, however, secondly) and other organizational language (e.g., connectives if-then, and, not) [Grade 7]
	Analyze how the text is organized and explain how important sections of the text contribute to the development of its larger message [Grade 7]

VA 7.6.d - Draw conclusions and make inferences on explicit and implied information.

Comprehension Strategies and Constructing Meaning	Explain the basis for conclusions drawn about texts and revise conclusions based on new information [Grade 6]
	Draw conclusions based on analysis of textual details (e.g., draw conclusions about character traits based on actions) [Grade 7] Focus Skill
	Draw conclusions based on analysis of textual details and patterns (e.g., draw a conclusion about an author's purpose by analyzing tone, word choice, and connotation) [Grade 8]

VA 7.6.e - Differentiate between fact and opinion.

Comprehension Strategies and Constructing Meaning	Distinguish facts from opinions and assertions, understanding that facts can be verified and opinions disputed [Grade 7]
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VA 7.6.f - Identify the source, viewpoint, and purpose of texts.

Comprehension Strategies and Constructing Meaning	Identify how authors use characteristics of different genres (e.g., fiction, poetry, nonfiction, drama) to accomplish different purposes [Grade 7]
	Analyze how the author's purpose or opinion is conveyed [Grade 7]
	Determine author's purpose and how the author fulfills that purpose (e.g., language use, evidence) [Grade 7]
Analyzing Argument and Evaluating Text	Trace the development of an author's argument, and identify and evaluate supporting evidence for adequacy, accuracy, and appropriateness [Grade 7]

VA 7.6.g - Describe how word choice and language structure convey an author's viewpoint.

Comprehension Strategies and Constructing Meaning	Determine author's purpose and how the author fulfills that purpose (e.g., language use, evidence) [Grade 7]
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VA 7.6.h - Identify the main idea.

Comprehension Strategies and Constructing Meaning	Infer and analyze the main idea or essential message [Grade 7]
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VA 7.6.i - Summarize text identifying supporting details.

Comprehension Strategies and Constructing Meaning	Understand that a summary may be of an entire text (e.g., to be used to determine whether a text might be useful) or just a portion of that text (e.g., to be used by a reader to check understanding) and distinguish between these [Grade 7]
	Analyze a summary for main ideas, supporting details, and overall meaning [Grade 7]

VA 7.6.j - Identify cause and effect relationships.

Comprehension Strategies and Constructing Meaning	Apply knowledge from the text and from prior experience to predict likely effects of a cause or to infer the cause of effects [Grade 7]
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VA 7.6.k - Organize and synthesize information for use in written formats.

Comprehension Strategies and Constructing Meaning	Describe an author's use of transitional devices (e.g., conjunctive adverbs -- in addition, however, secondly) and other organizational language (e.g., connectives if-then, and, not) [Grade 7]
	Analyze how the text is organized and explain how important sections of the text contribute to the development of its larger message [Grade 7]

Analyze the use of various types of text features of printed and electronic text (e.g., links on websites, indexes in textbooks) to determine their function and usefulness in organizing or providing information [Grade 8]

VA 7.6.1 - Use reading strategies to monitor comprehension throughout the reading process.

Comprehension Strategies and
Constructing Meaning

Monitor and adjust understanding of text by recognizing when comprehension becomes unclear and applying corrective strategies including rereading, summarizing and reviewing previous points, and making connections to other texts and prior knowledge [Grade 7]

Overall Product Skills

Apply comprehension strategies

Grade Eight**Reading**

VA 8.4 - The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.

VA 8.4.a - Identify and analyze an author's use of figurative language.

Understanding Author's Craft	Analyze an author's use of figurative language, including analogies, idioms, metaphors, similes, personification, verbal irony, puns, and hyperbole in text, and recognize its contribution to the text [Grade 8]
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VA 8.4.b - Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.

Word Knowledge and Skills	Identify and understand homophones (e.g., choral/coral), homographs, and multi-meaning words (e.g., charter) in grade-appropriate text (reading level 7.3-8.8) [Grade 8]
	Determine through context the correct pronunciations of homographs (the effect of stressed/unstressed syllable such as in present) [Grade 8]

VA 8.4.c - Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.

Word Knowledge and Skills	Identify and understand synonyms for grade-appropriate words (grade level 6-8: reaction/response) [Grade 8]
	Identify common English words adopted from other languages (e.g., French: derive) and use the knowledge to predict the meanings of unfamiliar words that share the same language and word origin (e.g., derivation/derivative) [Grade 8]
	Use knowledge of grade-appropriate affixes (e.g., bene-, bi-, de-) and Latin and Greek roots (e.g., mater-/matr-; ped-) to predict the meanings of unfamiliar words with the same root (e.g., maternal, biped) [Grade 8]
	Determine subtle differences in the meanings of synonyms [Grade 8]

VA 8.4.d - Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.

Comprehension Strategies and Constructing Meaning	Identify and use a wide range of text features (e.g., glossaries and indices, footnotes and bibliographies) to locate information and to aid in skimming and scanning text for specific information [Grade 7]
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VA 8.4.e - Discriminate between connotative and denotative meanings and interpret the connotation.

Word Knowledge and Skills	Identify and analyze the connotations of words or phrases that have similar denotative meanings (e.g., fancy/gaudy/intricate/elaborate/overly complicated) [Grade 8]	Focus Skill
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VA 8.4.f - Extend general and specialized vocabulary through speaking, listening, reading, and writing.**VA 8.5 - The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.****VA 8.5.a - Explain the use of symbols and figurative language.**

Understanding Author's Craft	Analyze an author's use of figurative language, including analogies, idioms, metaphors, similes, personification, verbal irony, puns, and hyperbole in text, and recognize its contribution to the text [Grade 8]
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VA 8.5.b - Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.

Comprehension Strategies and Constructing Meaning	Draw conclusions based on analysis of textual details and patterns (e.g., draw a conclusion about an author's purpose by analyzing tone, word choice, and connotation) [Grade 8]
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VA 8.5.c - Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.

Analyzing Literary Text	Analyze characters' traits, responses, and motives and how the central character influences the plot [Grade 8]	Focus Skill
	Evaluate plot structure and development and how conflicts are resolved (e.g., how dialogue, events, and narrative description advance or influence the plot) [Grade 8]	
	Discern and compare the effects of different points of view (e.g., first/third person, limited/omniscient, subjective/objective) on the plot or on the reader's perception [Grade 8]	
	Analyze how the use of multiple narrators affects a text [Grade 8]	
Understanding Author's Craft	Interpret the tone and mood of a text, and analyze how the author's word choice creates tone and mood [Grade 7]	Focus Skill
	Analyze how literary devices affect the meaning of a text [Grade 7]	

VA 8.5.d - Understand the author's use of conventional elements and characteristics within a variety of genres.

Analyzing Literary Text	Identify and analyze characteristics of different genres, and understand the relationship between form or genre and purpose [Grade 8]
	Analyze characteristics of epic tales and myths and recognize how and when these stories influence modern literary texts [Grade 8]

VA 8.5.e - Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.

Understanding Author's Craft	Analyze how the words, sentence patterns, and techniques an author uses convey meaning and establish style and voice [Grade 8]
	Analyze the effects of structure, figurative language, and sound devices (e.g., meter, onomatopoeia, internal rhyme, rhyme scheme, alliteration) on poetry [Grade 8]

VA 8.5.f - Compare and contrast authors' styles.

Comprehension Strategies and Constructing Meaning	Analyze similarities and differences in purpose, cultural perspective, or biases between or within texts (e.g., Huck Finn and efforts to "civilize" him) [Grade 7]
	Analyze the criteria used to compare two texts (e.g., explain the criteria used in a review of two books) [Grade 9]

VA 8.5.g - Identify and ask questions that clarify various viewpoints.

Analyzing Literary Text	Discern and compare the effects of different points of view (e.g., first/third person, limited/omniscient, subjective/objective) on the plot or on the reader's perception [Grade 8]
	Analyze how the use of multiple narrators affects a text [Grade 8]

VA 8.5.h - Identify the main idea.

Comprehension Strategies and Constructing Meaning	Synthesize information to determine the main idea [Grade 8]
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VA 8.5.i - Summarize text relating supporting details.

Comprehension Strategies and Constructing Meaning	Understand that a summary may be of an entire text (e.g., to be used to determine whether a text might be useful) or just a portion of that text (e.g., to be used by a reader to check understanding) and distinguish between these [Grade 7]
	Analyze a summary for main ideas, supporting details, and overall meaning [Grade 7]
	Evaluate how well a summary captures the meaning of the original text [Grade 8]

VA 8.5.j - Identify an author's organizational pattern using textual clues, such as transitional words and phrases.

Comprehension Strategies and Constructing Meaning	Describe an author's use of transitional devices (e.g., conjunctive adverbs -- in addition, however, secondly) and other organizational language (e.g., connectives if-then, and, not) [Grade 7]
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Analyze the arrangement of paragraphs and sections and evaluate how the arrangement contributes to the text's development [Grade 8]

VA 8.5.k - Identify cause and effect relationships.

Comprehension Strategies and Constructing Meaning	Analyze implied or subtly stated cause-and-effect relationships in a text and understand that a preceding event does not necessarily mean it is the cause of the next event [Grade 8]	Focus Skill
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VA 8.5.l - Use prior and background knowledge as a context for new learning.

VA 8.5.m - Use reading strategies to monitor comprehension throughout the reading process.

Comprehension Strategies and Constructing Meaning	Monitor and adjust understanding of text by recognizing when comprehension becomes unclear and applying corrective strategies including rereading, summarizing, paraphrasing, and reviewing previous points, making connections to other texts and prior knowledge, and determining word- and sentence-level meaning of confusing passages [Grade 8]
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Overall Product Skills	Apply comprehension strategies
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VA 8.6 - The student will read, comprehend, and analyze a variety of nonfiction texts.

VA 8.6.a - Draw on background knowledge and knowledge of text structure to understand selections.

Comprehension Strategies and Constructing Meaning	Analyze the arrangement of paragraphs and sections and evaluate how the arrangement contributes to the text's development [Grade 8]
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VA 8.6.b - Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.

Comprehension Strategies and Constructing Meaning	Draw conclusions based on analysis of textual details (e.g., draw conclusions about character traits based on actions) [Grade 7]	Focus Skill
	Draw conclusions based on analysis of textual details and patterns (e.g., draw a conclusion about an author's purpose by analyzing tone, word choice, and connotation) [Grade 8]	

VA 8.6.c - Analyze the author's qualifications, viewpoint, and impact.

Analyzing Argument and Evaluating Text	Recognize problems in a text that affect its credibility (e.g., bias, unsupported inferences, outdated information) [Grade 8]
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VA 8.6.d - Analyze the author's use of text structure and word choice.

Comprehension Strategies and Constructing Meaning	Explain how word choice, syntax, and organization are used to further the author's purpose [Grade 8]
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VA 8.6.e - Analyze details for relevance and accuracy.

Comprehension Strategies and Constructing Meaning	Analyze details and evaluate whether they sufficiently support main ideas or add clarity to the text [Grade 8]
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VA 8.6.f - Differentiate between fact and opinion.

Comprehension Strategies and Constructing Meaning	Distinguish facts from opinions, and evaluate the logic or validity of opinions and assertions in text such as editorials, essays, articles, and reviews [Grade 8]
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VA 8.6.g - Identify the main idea.

Comprehension Strategies and Constructing Meaning	Synthesize information to determine the main idea [Grade 8]
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VA 8.6.h - Summarize the text identifying supporting details.

Comprehension Strategies and Constructing Meaning	Analyze a summary for main ideas, supporting details, and overall meaning [Grade 7]
	Evaluate how well a summary captures the meaning of the original text [Grade 8]
	Understand the elements of a critique (e.g., a summary that takes a position and expresses an opinion) [Grade 8]

VA 8.6.i - Identify an author's organizational pattern using textual clues, such as transitional words and phrases.

Comprehension Strategies and Constructing Meaning	Describe an author's use of transitional devices (e.g., conjunctive adverbs -- in addition, however, secondly) and other organizational language (e.g., connectives if-then, and, not) [Grade 7]
	Analyze the arrangement of paragraphs and sections and evaluate how the arrangement contributes to the text's development [Grade 8]

VA 8.6.j - Identify cause and effect relationships.

Comprehension Strategies and Constructing Meaning	Analyze implied or subtly stated cause-and-effect relationships in a text and understand that a preceding event does not necessarily mean it is the cause of the next event [Grade 8]	Focus Skill
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VA 8.6.k - Evaluate, organize, and synthesize information for use in written and oral formats.

Comprehension Strategies and Constructing Meaning	Analyze the use of various types of text features of printed and electronic text (e.g., links on websites, indexes in textbooks) to determine their function and usefulness in organizing or providing information [Grade 8]
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VA 8.6.1 - Use reading strategies to monitor comprehension throughout the reading process.

Comprehension Strategies and Constructing Meaning	Monitor and adjust understanding of text by recognizing when comprehension becomes unclear and applying corrective strategies including rereading, summarizing, paraphrasing, and reviewing previous points, making connections to other texts and prior knowledge, and determining word- and sentence-level meaning of confusing passages [Grade 8]
Overall Product Skills	Apply comprehension strategies

Grade Nine**Reading**

VA 9.3 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

VA 9.3.a - 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 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]

VA 9.3.b - 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]
	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]

VA 9.3.c - 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]
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VA 9.3.d - Identify the meaning of common idioms.

Word Knowledge and Skills	Analyze the meanings of idioms (e.g., lose a train of thought) in grade-appropriate prose and poetry (reading level 7.8-9.4) [Grade 9]
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Understanding Author's Craft	Analyze an author's use of figurative language, including analogies, idioms, metaphors, similes, personification, verbal irony, puns, and hyperbole in text, and recognize its contribution to the text [Grade 8]
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VA 9.3.e - Identify literary and classical allusions and figurative language in text.

Understanding Author's Craft	Analyze an author's use of figurative language, including analogies, idioms, metaphors, similes, personification, verbal irony, puns, and hyperbole in text, and recognize its contribution to the text [Grade 8]
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VA 9.3.f - Extend general and specialized vocabulary through speaking, reading, and writing.

Overall Product Skills	Build vocabulary knowledge
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VA 9.3.g - Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

VA 9.4 - The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.

VA 9.4.a - Identify author's main idea and purpose.

Comprehension Strategies and Constructing Meaning	Evaluate how the author's purpose is conveyed [Grade 8]	
	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

VA 9.4.b - Summarize text relating supporting details.

Comprehension Strategies and Constructing Meaning	Evaluate how well a summary captures the meaning of the original text [Grade 8]
	Evaluate a complex summary (e.g., include multiple ideas/themes, supporting details) for accuracy [Grade 10]

VA 9.4.c - Identify the characteristics that distinguish literary forms.

Analyzing Literary Text	Identify and analyze characteristics of different genres including literary nonfiction (e.g., literary essays) and different forms of poetry (e.g., ballad, sonnet) to help establish an interpretive framework for understanding different works [Grade 9]
	Identify and analyze different forms of drama (e.g., comedy, tragedy), describing their characteristics and purposes, and understand the use of dialogue, soliloquies, asides, stage directions, and character foils in plays [Grade 9]

VA 9.4.d - Use literary terms in describing and analyzing selections.**VA 9.4.e - 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]	
	Evaluate the extent to which the setting plays a role in the text [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

VA 9.4.f - Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.

Understanding Author's Craft	Understand the impact of literary devices such as allegory, allusions, symbolism, and sound devices on the meaning of a text [Grade 9]
	Recognize the meaning of patterns of imagery and symbolism in literary text [Grade 9]
	Analyze and evaluate how an author's use of language appeals to the senses, creates imagery, establishes mood and tone, and advances the author's theme or purpose [Grade 10]

VA 9.4.g - Analyze the cultural or social function of a literary text.**VA 9.4.h - Explain the relationship between the author's style and literary effect.**

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]
Understanding Author's Craft	Analyze how the words, sentence patterns, and techniques an author uses convey meaning and establish style and voice [Grade 8]

VA 9.4.i - Explain the influence of historical context on the form, style, and point of view of a written work.

Analyzing Literary Text	Recognize how the theme of a work may reflect those of its historical period [Grade 10]
	Analyze characters within their cultural and historical contexts, and evaluate their credibility [Grade 10]

VA 9.4.j - Compare and contrast author's use of literary elements within a variety of genres.

Analyzing Literary Text	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]
	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]
	Analyze how authors draw on or are influenced by other works [Grade 9]
	Analyze how a text provides insight and commentary on settings and places [Grade 9]
	Analyze an author's use of themes from classical and traditional works [Grade 9]
	Explain how a narrator's voice and persona affect characterization, plot, and tone [Grade 9]

VA 9.4.k - Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.

Understanding Author's Craft	Analyze how the author's choice of words and use of language appeal to the senses and impact mood, tone, theme, and aesthetic quality [Grade 9]
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VA 9.4.l - Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.

Comprehension Strategies and Constructing Meaning	Make and adjust predictions based on evidence in the text (e.g., author's tone, character traits) and on prior knowledge, and explain why a prediction makes sense [Grade 9]
	Analyze significant ideas and supporting details in a text to draw larger conclusions about the text meaning and/or significance [Grade 9]

VA 9.4.m - Use reading strategies to monitor comprehension throughout the reading process.

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]
Overall Product Skills	Apply comprehension strategies

VA 9.5 - The student will read and analyze a variety of nonfiction texts.

VA 9.5.a - Recognize an author's intended purpose for writing and identify the main idea.

Comprehension Strategies and Constructing Meaning	Evaluate how the author's purpose is conveyed [Grade 8]
	Analyze the development of the main idea or thesis and how it relates to supporting ideas and details [Grade 9]
Analyzing Argument and Evaluating Text	Analyze how the author's purpose and the intended audience affect the tone of a persuasive text [Grade 9]

VA 9.5.b - Summarize text relating supporting details.

Comprehension Strategies and Constructing Meaning	Evaluate how well a summary captures the meaning of the original text [Grade 8]
	Evaluate a complex summary (e.g., include multiple ideas/themes, supporting details) for accuracy [Grade 10]

VA 9.5.c - Understand the purpose of text structures and use those features to locate information and gain meaning from texts.

Comprehension Strategies and Constructing Meaning	Explain the relationships between parts of a text (e.g., sentence, paragraph, selection) to determine how the parts are arranged to contribute to the text's purpose [Grade 9]
	Comprehend complex text that is nonsequential (e.g., text and diagrams in separate sections) and adjust reading strategies accordingly (e.g., check index, reread previous section, flip between sections) [Grade 9]
	Evaluate how effectively ideas are organized [Grade 9]

VA 9.5.d - Identify characteristics of expository, technical, and persuasive texts.**VA 9.5.e - Identify a position/argument to be confirmed, disproved, or modified.**

Analyzing Argument and Evaluating Text	Analyze the logic and reasoning in an argument, and evaluate evidence given for or against a claim for relevance, quality, credibility, and appropriateness for audience [Grade 9]
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VA 9.5.f - Evaluate clarity and accuracy of 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]
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VA 9.5.g - Analyze and synthesize information in order to solve problems, answer questions, or complete a task.**VA 9.5.h - Draw conclusions and make inferences on explicit and implied information using textual support as evidence.**

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]
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VA 9.5.i - Differentiate between fact and opinion.

Comprehension Strategies and Constructing Meaning	Distinguish facts from opinions, and evaluate the logic or validity of opinions and assertions in text such as editorials, essays, articles, and reviews [Grade 8]
	Analyze text for use of facts, opinions, and unsupported and supported inferences [Grade 9]

VA 9.5.j - Organize and synthesize information from sources for use in written and oral presentations.

Comprehension Strategies and Constructing Meaning	Analyze the use of various types of text features of printed and electronic text (e.g., links on websites, indexes in textbooks) to determine their function and usefulness in organizing or providing information [Grade 8]
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VA 9.5.k - Use the reading strategies to monitor comprehension throughout the reading process.

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]
Overall Product Skills	Apply comprehension strategies

Grade Ten**Reading**

VA 10.3 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

VA 10.3.a - Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.

Word Knowledge and Skills	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]	
	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]	
	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
	Evaluate synonym choices using a variety of resources (e.g., language histories, books of quotations) [Grade 10]	

VA 10.3.b - Use context, structure, and connotations to determine meanings of words and phrases.

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

VA 10.3.c - 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 in grade-appropriate text (reading level 8.4-10.5) [Grade 10]
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VA 10.3.d - Identify the meaning of common idioms.

Word Knowledge and Skills	Understand the meanings of idioms (e.g., come out in the wash) in grade-appropriate prose and poetry (reading level 8.4-10.5), and analyze an author's use of idiomatic expressions [Grade 10]
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VA 10.3.e - Identify literary and classical allusions and figurative language in text.

Understanding Author's Craft	Analyze the cumulative impact of figurative language on wider themes and meanings of the text [Grade 10]	Focus Skill
	Analyze literary devices such as allegory, allusion, symbolism, and sound devices to discover their impact on meaning and how they may appeal to or affect the reader [Grade 10]	

VA 10.3.f - Extend general and specialized vocabulary through speaking, reading, and writing.

Overall Product Skills	Build vocabulary knowledge
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VA 10.3.g - Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.**VA 10.4 - The student will read, comprehend, and analyze literary texts of different cultures and eras.****VA 10.4.a - Identify main and supporting ideas.**

Comprehension Strategies and Constructing Meaning	Analyze how details contribute to the text (e.g., strengthen ideas, add interest) [Grade 10]
	Analyze the development of the thesis or main idea, how it is revealed, and how it is shaped by supporting details [Grade 10]

VA 10.4.b - Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.

Comprehension Strategies and Constructing Meaning	Make and adjust predictions based on evidence in the text (e.g., author's tone, character traits) and on prior knowledge, and explain why a prediction makes sense [Grade 9]
	Analyze why a predicted outcome is or is not plausible by using evidence from text content and organization [Grade 10]

VA 10.4.c - Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.**VA 10.4.d - Analyze the cultural or social function of literature.****VA 10.4.e - Identify universal themes prevalent in the literature of different cultures.**

Analyzing Literary Text	Recognize how the theme of a work may reflect those of its historical period [Grade 10]
	Evaluate how the controlling idea of a poem is elaborated [Grade 10]
	Infer the theme of a work and analyze how it is revealed, including how characters and word choice affect its development [Grade 10]

VA 10.4.f - Examine a literary selection from several critical perspectives.

VA 10.4.g - Explain the influence of historical context on the form, style, and point of view of a literary text.

Analyzing Literary Text	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]
	Recognize how the theme of a work may reflect those of its historical period [Grade 10]

VA 10.4.h - 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]
Analyzing Literary Text	Evaluate how a work of fiction is affected by voice, persona, and narrator [Grade 10]
Understanding Author's Craft	Analyze and evaluate how an author's use of language appeals to the senses, creates imagery, establishes mood and tone, and advances the author's theme or purpose [Grade 10]
	Analyze literary devices such as allegory, allusion, symbolism, and sound devices to discover their impact on meaning and how they may appeal to or affect the reader [Grade 10]

VA 10.4.i - Compare and contrast literature from different cultures and eras.**VA 10.4.j - Distinguish between a critique and a summary.**

Comprehension Strategies and Constructing Meaning	Recognize the differences between an accurate summary and a critique [Grade 9]
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VA 10.4.k - Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions.

Understanding Author's Craft	Analyze patterns of imagery or symbolism in literary text and determine what these patterns contribute to the meaning of the text [Grade 10]
	Analyze literary devices such as allegory, allusion, symbolism, and sound devices to discover their impact on meaning and how they may appeal to or affect the reader [Grade 10]

VA 10.4.l - Compare and contrast character development in a play to characterization in other literary forms.

Analyzing Literary Text	Identify archetypal traits in characters (e.g., the hero on a quest) [Grade 10]	Focus Skill
	Analyze the development of characters over the course of the narrative and recognize the difference between and roles of static and dynamic characters [Grade 10]	

VA 10.4.m - Use reading strategies to monitor comprehension throughout the reading process.

Comprehension Strategies and Constructing Meaning	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]
Overall Product Skills	Apply comprehension strategies

VA 10.5 - The student will read, interpret, analyze, and evaluate nonfiction texts.**VA 10.5.a - Identify text organization and structure.**

Comprehension Strategies and Constructing Meaning	Analyze complex text that is nonsequential or organized in unfamiliar ways (e.g., stream of consciousness) [Grade 10]
	Evaluate the clarity and logic of the organizational structure of functional text (e.g., directions that will cause misunderstanding) [Grade 10]

VA 10.5.b - Recognize an author's intended audience and purpose for writing.

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]
Analyzing Argument and Evaluating Text	Analyze how the author's purpose and the intended audience affect the tone of a persuasive text [Grade 9]

VA 10.5.c - Skim manuals or informational sources to locate information.

Comprehension Strategies and Constructing Meaning	Use text features to aid in skimming and scanning text for information or to determine the main topics of the text [Grade 8]
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VA 10.5.d - Compare and contrast informational texts.

Comprehension Strategies and Constructing Meaning	Analyze the criteria used to compare two texts (e.g., explain the criteria used in a review of two books) [Grade 9]
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VA 10.5.e - Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.

Comprehension Strategies and Constructing Meaning	Interpret and analyze complex or subtle information from text features (e.g., scientific diagrams, political cartoons) [Grade 11]
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VA 10.5.f - Draw conclusions and make inferences on explicit and implied information using textual support as evidence.

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]
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VA 10.5.g - Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

VA 10.5.h - Use reading strategies throughout the reading process to monitor comprehension.

Comprehension Strategies and
Constructing Meaning

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]

Overall Product Skills

Apply comprehension strategies

Grade Eleven**Reading**

VA 11.3 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

VA 11.3.a - Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.

Word Knowledge and Skills	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]	
	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]	
	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

VA 11.3.b - Use context, structure, and connotations to determine meanings of words and phrases.

Word Knowledge and Skills	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]	
	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]	

VA 11.3.c - Discriminate between connotative and denotative meanings and interpret the connotation.

Word Knowledge and Skills	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]	
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VA 11.3.d - Identify the meaning of common idioms.

Word Knowledge and Skills	Understand the meanings of idioms (e.g., breaking new ground, of two minds, raise eyebrows) in grade-appropriate prose and poetry (reading level 9.3-11.2) and analyze an author's use of idiomatic expressions [Grade 11]	
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VA 11.3.e - Identify literary and classical allusions and figurative language in text.

Understanding Author's Craft	Analyze the cumulative impact of figurative language on wider themes and meanings of the text [Grade 10]	Focus Skill
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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]

Evaluate the impact of specific words and phrases on the meaning and tone of a work [Grade 11]

VA 11.3.f - Extend general and specialized vocabulary through speaking, reading, and writing.

Overall Product Skills Build vocabulary knowledge

VA 11.3.g - Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

VA 11.4 - The student will read, comprehend, and analyze relationships among American literature, history, and culture.

VA 11.4.a - Describe contributions of different cultures to the development of American literature.

VA 11.4.b - Compare and contrast the development of American literature in its historical context.

VA 11.4.c - Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

Analyzing Literary Text Compare the ideas or themes in a literary text to the cultural, political, intellectual, and social influences of its time, and analyze how social factors of the historical period affect a work of fiction [Grade 11]

VA 11.4.d - Analyze the social or cultural function of American literature.

Analyzing Literary Text Compare the ideas or themes in a literary text to the cultural, political, intellectual, and social influences of its time, and analyze how social factors of the historical period affect a work of fiction [Grade 11]

VA 11.4.e - Analyze how context and language structures convey an author's intent and viewpoint.

Understanding Author's Craft Analyze and evaluate how an author's use of language appeals to the senses, creates imagery, establishes mood and tone, and advances the author's theme or purpose [Grade 10]

VA 11.4.f - Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.

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]

Analyze how imagery, figurative language, and other devices are used in poetry and fiction to create a response (e.g., emotional, intellectual) in the reader [Grade 11]

VA 11.4.g - Explain how imagery and figures of speech appeal to the reader's senses and experience.

Understanding Author's Craft Analyze and evaluate how an author's use of language appeals to the senses, creates imagery, establishes mood and tone, and advances the author's theme or purpose [Grade 10]

Analyze and evaluate the author's word choice and use of imagery, analyze patterns of imagery or symbolism, and analyze how these patterns affect the theme, mood, and tone [Grade 11] Focus Skill

VA 11.4.h - Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.

Comprehension Strategies and Constructing Meaning 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 and evaluate the author's word choice and use of imagery, analyze patterns of imagery or symbolism, and analyze how these patterns affect the theme, mood, and tone [Grade 11] Focus Skill

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 11.4.i - Read and analyze a variety of American dramatic selections.

Analyzing Literary Text Interpret works in light of their genre characteristics such as a play's dramatic conventions (e.g., chorus, monologue, dramatic irony) or a poem's meter [Grade 11]

VA 11.4.j - Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.

Analyzing Literary Text Interpret works in light of their genre characteristics such as a play's dramatic conventions (e.g., chorus, monologue, dramatic irony) or a poem's meter [Grade 11]

VA 11.4.k - Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

Comprehension Strategies and Constructing Meaning 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 11.5 - The student will read and analyze a variety of nonfiction texts.

VA 11.5.a - Use information from texts to clarify understanding of concepts.

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]
	Interpret and analyze complex or subtle information from text features (e.g., scientific diagrams, political cartoons) [Grade 11]

VA 11.5.b - Read and follow directions to complete an application for college admission, for a scholarship, or for employment.

Comprehension Strategies and Constructing Meaning	Evaluate the clarity and logic of the organizational structure of functional text (e.g., directions that will cause misunderstanding) [Grade 10]
Overall Product Skills	Follow instructions

VA 11.5.c - Generalize ideas from selections to make predictions about other texts.

Comprehension Strategies and Constructing Meaning	Make complex predictions based on evidence in the text; connect the ideas to other texts or situations (e.g., like Hamlet, this character hesitates to act) [Grade 11]
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VA 11.5.d - Draw conclusions and make inferences on explicit and implied information using textual support.

Comprehension Strategies and Constructing Meaning	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]
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VA 11.5.e - 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]
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VA 11.5.f - Identify false premises in persuasive writing.

Analyzing Argument and Evaluating Text	Analyze the use of persuasive techniques and rhetorical devices in arguments, evaluate how they might affect the reader, and recognize when techniques are misused; identify the uses, misuses, and effects of ambiguity, contradiction, incongruity, paradox, irony, and hyperbole in text [Grade 11]
	Evaluate an argument's validity, impact, logic, evidence, response to counterarguments, completeness, and general appeal citing evidence from the text [Grade 11]

VA 11.5.g - Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.Analyzing Argument and
Evaluating Text

Analyze the use of persuasive techniques and rhetorical devices in arguments, evaluate how they might affect the reader, and recognize when techniques are misused; identify the uses, misuses, and effects of ambiguity, contradiction, incongruity, paradox, irony, and hyperbole in text [Grade 11] Focus Skill

VA 11.5.h - Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.Comprehension Strategies and
Constructing Meaning

Synthesize ideas from close reading of texts and secondary sources to draw complex conclusions about text meaning and/or significance [Grade 12] Focus Skill

Grade Twelve**Reading**

VA 12.3 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

VA 12.3.a - Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.

Word Knowledge and Skills	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]
	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]

VA 12.3.b - Use context, structure, and connotations to determine meanings of words and phrases.

Word Knowledge and Skills	Synthesize information from context to determine or clarify nuances in word meanings in grade-appropriate text (reading level 9.8-12.1) [Grade 12]
	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 12.3.c - Discriminate between connotative and denotative meanings and interpret the connotation.

Word Knowledge and Skills	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]
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VA 12.3.d - Identify the meaning of common idioms, literary and classical allusions in text.

Word Knowledge and Skills	Understand the meanings of idioms (e.g., clear sailing, dark horse) used in grade-appropriate prose and poetry (reading level 9.8-12.1) and evaluate an author's use of idiomatic expressions [Grade 12]
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VA 12.3.e - Expand general and specialized vocabulary through speaking, reading, and writing.

Overall Product Skills	Build vocabulary knowledge
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VA 12.3.f - Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

VA 12.4 - The student will read, comprehend, and analyze the development of British literature and literature of other cultures.

VA 12.4.a - Compare and contrast the development of British literature in its historical context.

VA 12.4.b - Recognize major literary forms and their elements.

Analyzing Literary Text	Interpret and evaluate works (e.g., literary nonfiction, poetry, and subgenres such as satire, allegory, and parody) in light of their characteristics [Grade 12]	Focus Skill
	Evaluate nonfiction that employs elements of fiction (e.g., history with a fictional narrator; biography with a plot structure; nonfictional novels) to critique how these elements increase interest in the text or affect its integrity [Grade 12]	

VA 12.4.c - Recognize the characteristics of major chronological eras.

VA 12.4.d - Relate literary works and authors to major themes and issues of their eras.

Analyzing Literary Text	Compare the ideas or themes in a literary text to the cultural, political, intellectual, and social influences of its time, and analyze how social factors of the historical period affect a work of fiction [Grade 11]
	Evaluate a work's commentary and contribution to issues and ideas by comparing its theme(s) to others from the same historical period [Grade 12]

VA 12.4.e - Analyze the social and cultural function of British literature.

VA 12.4.f - Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.

Understanding Author's Craft	Analyze how imagery, figurative language, and other devices are used in poetry and fiction to create a response (e.g., emotional, intellectual) in the reader [Grade 11]
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VA 12.4.g - Compare and contrast traditional and contemporary poems from many cultures.

VA 12.4.h - Analyze how dramatic conventions including character, scene, dialogue, and staging contribute to the theme and effect.

Analyzing Literary Text	Interpret works in light of their genre characteristics such as a play's dramatic conventions (e.g., chorus, monologue, dramatic irony) or a poem's meter [Grade 11]
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VA 12.4.i - Compare and contrast dramatic elements of plays from American, British, and other cultures.

VA 12.5 - The student will read and analyze a variety of nonfiction texts.

VA 12.5.a - Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

Comprehension Strategies and Constructing Meaning	Synthesize ideas from close reading of texts and secondary sources to draw complex conclusions about text meaning and/or significance [Grade 12]	Focus Skill
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VA 12.5.b - Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

Comprehension Strategies and Constructing Meaning	Synthesize ideas from close reading of texts and secondary sources to draw complex conclusions about text meaning and/or significance [Grade 12]	Focus Skill
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VA 12.5.c - 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 12.5.d - Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.

Understanding Author's Craft	Evaluate how word choice, controlling images, hyperbole, irony, paradox, allusion, apostrophe, oxymoron, pun, synecdoche, and metonymy convey meaning, and critique their effectiveness [Grade 12]	Focus Skill
	Evaluate and critique how an author uses devices and techniques (e.g., style, irony, tone, voice, mood, sound devices) to achieve aesthetic and rhetorical effects [Grade 12]	
Analyzing Argument and Evaluating Text	Analyze the use of persuasive techniques and rhetorical devices in arguments, evaluate how they might affect the reader, and recognize when techniques are misused; identify the uses, misuses, and effects of ambiguity, contradiction, incongruity, paradox, irony, and hyperbole in text [Grade 11]	Focus Skill

VA 12.5.e - Identify false premises in persuasive writing.

Analyzing Argument and Evaluating Text	Evaluate the intentional use of logical fallacies in arguments, and explain why fallacies do not prove the point being argued [Grade 12]	
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Critique arguments and persuasive text and defend interpretations; evaluate the argument's validity, impact, logic, evidence, response to counterarguments, completeness, and general appeal, providing solid reasoning [Grade 12]

VA 12.5.f - Draw conclusions and make inferences on explicit and implied information using textual support.

Comprehension Strategies and Constructing Meaning	Synthesize ideas from close reading of texts and secondary sources to draw complex conclusions about text meaning and/or significance [Grade 12]	Focus Skill
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