



2025 Reading
Virginia Essentialized
Standards of Learning (VESOL)

Published: November 2025

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P. O. Box 2120
Richmond, Virginia 23218-2120
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VIRGINIA ESSENTIALIZED STANDARDS OF LEARNING (VESOL)

In 1997, Congress requested the National Institute of Child Health and Human Development (NICHD) to work in collaboration with the United States Department of Education to coordinate a panel to review all available research on teaching children to read and make recommendations for effective practices. This panel summarized the findings in the [Report of the National Reading Panel \(NRP\) Teaching Children to Read: An Evidence-Based Assessment of Scientific Research Literature on Reading and Its Implications for Reading Instruction](#). Outlined in this report are the five crucial areas in which students need to develop to become good readers. These areas are phonemic awareness, phonics, comprehension, vocabulary, and fluency.

Although the NRP's primary focus was not students with the most significant cognitive disabilities, subsequent research validated the application of these components for this population. Scholars such as Allor, Mathes, Roberts, Cheatham, and Al Otaiba (2014) and Beecher and Childre (2012) demonstrated that students with significant disabilities benefit from direct, systematic instruction in phonemic awareness, phonics, comprehension, vocabulary, and fluency. This reinforces the need to provide all learners, including those with complex needs, access to high-quality, evidence-based literacy instruction. Erickson and Koppenhaver (2020) found that students with significant cognitive disabilities can learn to read when provided with comprehensive, age-respectful literacy instruction that includes access to rich texts, phonics, writing, and communication supports. They emphasized that these students should not be limited to functional literacy goals but instead be given opportunities to develop conventional reading and writing skills.

In 2022, the Commonwealth of Virginia adopted a systemic approach to improving literacy outcomes through the enactment of the *Virginia Literacy Act* (VLA). The VLA mandated that literacy instruction, assessments, and interventions for students in Kindergarten – Grade 8 are grounded in the science of reading and explicitly aligned with evidence-based practices. Highlighted in the VLA are the importance of aligning literacy instruction with science-based reading research and evidence-based practices, which includes phonics, phonological awareness, and other decoding skills, for all students, including those with disabilities. When provided with appropriate support and instructional strategies, students with the most significant cognitive disabilities can learn to read using multiple pathways.

While the general Virginia Standards of Learning (SOL) for reading emphasize all five areas noted in the NRP report, VESOL do not explicitly list every standard in the same granular detail as the full SOL. However, this does not mean that skills are disregarded. Therefore, while VESOL may be a streamlined version of the SOL, the underlying principles of effective literacy instruction, including the development of decoding skills, remain crucial for all students in Virginia, including those with the most significant cognitive disabilities.

As the 2024 *English Standards of Learning* reflect a commitment to raise expectations, increase rigor, and align with the demands of the present and future world, all students require high-quality literacy instruction grounded in the science of reading through instructional practices that are evidence-based. The foundational principles of effective literacy instruction apply universally. Through effective pedagogy, specialized support, instructional alignment, and implementation of evidence-based practices, educators can ensure that every student in Virginia is given the opportunity to become a successful reader.

The Virginia Essentialized Standards of Learning (VESOL) are the revised academic content standards for students with the most significant cognitive disabilities who are enrolled in grades 3-8 and high school in Virginia. Specifically, the VESOL represent content in reading and mathematics for grades 3-8 and high school and science for grades 5, 8, and high school replacing the previously used Aligned Standards of Learning (ASOL) in these content areas.

In 2020-2021, special educators representing 27 Virginia school divisions were convened by staff from the Virginia Department of Education (VDOE) and Behavioral Research and Teaching (BRT) at the University of Oregon to conduct the development of the 2021 VESOL. A process developed by BRT called essentialization was used to reduce the Virginia

Standards of Learning (SOL) in depth, breadth, and complexity to make the VESOL relevant, accessible, and appropriate for students with the most significant cognitive disabilities. The concepts and text of each VESOL were carefully reviewed throughout the essentialization process to ensure the level of cognitive demand was focused on recall and application tasks.

In 2023-2025, staff from the VDOE began revisions to the 2021 Reading VESOL (based on the 2017 Reading SOL) following the Board of Education adoption of the 2023 Mathematics SOL. The revision process was led by VDOE staff and supported by BRT. During the revision process, VDOE staff from the Offices of Assessment, Instructional Services, and STEM were involved in the development of the new standards. In addition, review and revision of the 2025 Reading VESOL included staff from Virginia’s Training and Technical Assistance Centers (TTAC) and special educators representing 18 Virginia school divisions across the eight Superintendent’s Regions.

The VESOL are to be used to guide instruction provided by special educators to those students with the most significant cognitive disabilities who meet the participation criteria for the Virginia Alternate Assessment Program (VAAP). In turn, the tests administered as part of the VAAP are aligned to the VESOL and complete the close connection of academic standards, instruction, and assessment - each working together and reinforcing one another.

Format:

The Reading VESOL presented in this document are divided by grade level. Within each grade level the VESOL are grouped by strand, or areas of similar knowledge or skills, as shown in the VESOL Summary Matrix.

As shown in the example below, each VESOL is labeled with a VESOL code which includes a letter (i.e., R-Reading), a two-letter code representing the reporting category (i.e., RI - Reading Informational, RL - Reading Literacy), and a grade level (i.e., grade 3-8, HS) followed by an assigned number. For reference, the SOL from which each VESOL was essentialized is shown in parentheses below the VESOL code.

VESOL Code <small>(SOL Code)</small>	VESOL Text Complexity Continuum
R-RL.3.1 <small>(3.FFR.3D, 3.RV.1F, 3.RV.1H)</small>	<p>Standard: The student will understand the meaning of words in literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Words could include high frequency, decodable, and grade-level words shown with or without a graphic representation. • Sentences could range from simple, compound, to complex sentence structure. • Text could range from one sentence to a paragraph of up to four sentences.

The text of each VESOL (i.e., “The student will...”) is followed by the Complexity Continuum for that VESOL. The Complexity Continuum is provided to better define the intended scope of student expectations or difficulty range of each VESOL.

The Complexity Continuum

The Complexity Continuum includes bulletized lists ordered from less to more complex. This is intended to acknowledge the wide variation in the skill level of students who participate in VAAP and to provide appropriate access points for the content of the VESOL in both instruction and assessment. The Complexity Continuum can differ between standards. Some standards may have one Complexity Continuum with one to four separate bullets.

Generally, the Complexity Continuum ranges from expectations associated with recall or identification at the low end to those requiring application of skills or content at the upper end. The items on the VAAP tests reflect this continuum with test questions at the low end of the complexity continuum appearing at the beginning of the test and generally increasing in complexity throughout the assessment.

Revisions to the 2021 Standards for 2025 provide increased clarity within each Standards Complexity Continuum. The complexity continuums have been expanded to include, but are not limited to, instructional supports such as the presence or absence of graphics, the level of sentence complexity, and the range of text length (measured by the number of sentences) that students at each grade level are expected to read or have read to them. Additionally, the 2025 Standards refer to text as either literary or informational, rather than using terms such as story, fiction, nonfiction, or passages, as was the case in the 2021 Standards.

Questions & Resources

For questions regarding the VESOL or this document, please contact the Office of English at VDOE.English@doe.virginia.gov.

VESOL instructional resources, crosswalks, and sample activities are available through the [Virginia Alternate Assessment Program \(VAAP\)](#) webpage and ttaonline.org/vesol. These and other special education resources are regularly updated on [TTAC Online](#), VDOE's Training and Technical Assistance Centers (TTAC) website designed to link people and resources to help children and youth with disabilities.

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READING VESOL SUMMARY MATRICES

Teachers may use the Reading VESOL Summary Matrices during the development of the student’s instruction and assessment plan, for tracking the learning progression of the student throughout the year, and when planning units and lessons.

Reading VESOL Summary by Grade-level Matrix

Reporting Category	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Demonstrate comprehension of literary texts and use word analysis strategies (RL)	R-RL.3.1	R-RL.4.1	R-RL.5.1	R-RL.6.1	R-RL.7.1	R-RL.8.1	R-RL.HS.1
	R-RL.3.2	R-RL.4.2	R-RL.5.2	R-RL.6.2	R-RL.7.2	R-RL.8.2	R-RL.HS.2
	R-RL.3.3	R-RL.4.3	R-RL.5.3	R-RL.6.3	R-RL.7.3	R-RL.8.3	R-RL.HS.3
	R-RL.3.4	R-RL.4.4	R-RL.5.4	R-RL.6.4	R-RL.7.4	R-RL.8.4	R-RL.HS.4
	R-RL.3.5		R-RL.5.5	R-RL.6.5	R-RL.7.5	R-RL.8.5	R-RL.HS.5
Demonstrate comprehension of informational texts and use word analysis strategies (RI)	R-RI.3.1	R-RI.4.1	R-RI.5.1	R-RI.6.1	R-RI.7.1	R-RI.8.1	R-RI.HS.1
	R-RI.3.2	R-RI.4.2	R-RI.5.2	R-RI.6.2	R-RI.7.2	R-RI.8.2	R-RI.HS.2
	R-RI.3.3	R-RI.4.3	R-RI.5.3	R-RI.6.3	R-RI.7.3	R-RI.8.3	R-RI.HS.3
	R-RI.3.4	R-RI.4.4	R-RI.5.4	R-RI.6.4	R-RI.7.4	R-RI.8.4	R-RI.HS.4
	R-RI.3.5	R-RI.4.5	R-RI.5.5	R-RI.6.5	R-RI.7.5	R-RI.8.5	R-RI.HS.5

Reading VESOL Link to VASOL Summary by Grade-level Matrix

Reporting Category	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Demonstrate comprehension of literary texts and use word analysis strategies (RL)	3.RL	4.RL	5.RL	6.RL	7.RL	8.RL	RL
	3.RL.1	4.RL.1	5.RL.1	6.RL.1	7.RL.1	8.RL.1	RL.1
	3.RL.2	4.RL.2	5.RL.2	6.RL.2	7.RL.2	8.RL.2	RL.2
	3.RL.3	4.RL.3	5.RL.3	6.RL.3	7.RL.3	8.DSR.A	RL.3
	3.DSR.B	3.DSR.A	5.DSR.A	6.DSR.A	7.DSR.A	8.DSR.B	DSR.A
	3.DSR.C	3.DSR.B	5.DSR.B	6.DSR.B	7.DSR.B	8.DSR.C	DSR.B
	3.FFR.3	3.DSR.C	5.DSR.C	6.DSR.C	7.DSR.C	8.DSR.D	DSR.C
	3.RV.1	3.DSR.D	5.DSR.D	6.DSR.D	7.DSR.D	8.RV.1	DSR.D
	4.FFR.3	5.FFR.3	6.RV.1	7.RV.1		RV.1	
	4.RV.1	5.RV.1					
Demonstrate comprehension of informational texts and use word analysis strategies (RI)	3.RI	4.RI	5.RI	6.RI	7.RI	8.RI	RI
	3.RI.1	4.RI.1	5.RI.1	6.RI.1	7.RI.1	8.RI.1	RI.1
	3.RI.2	4.RI.2	5.RI.2	6.RI.2	7.RI.2	8.RI.2	RI.2
	3.RI.3	4.RI.3	5.RI.3	6.RI.3	7.RI.3	8.RI.3	RI.3
	3.DSR.B	4.DSR.A	5.DSR.A	6.DSR.A	7.DSR.A	8.DSR.A	DSR.A
	3.DSR.C	4.DSR.B	5.DSR.B	6.DSR.B	7.DSR.B	8.DSR.B	DSR.B
	3.DSR.E	4.DSR.C	5.DSR.C	6.DSR.C	7.DSR.C	8.DSR.C	DSR.C
	3.FFR.3	4.DSR.D	5.DSR.D	6.DSR.D	7.DSR.D	8.DSR.D	DSR.D
3.RV.1	3.DSR.E	5.DSR.E	6.DSR.E	7.DSR.E	8.DSR.E	DSR.E	
	4.FFR.3	5.FFR.3	6.RV.1	7.RV.1	8.RV.1	RV.1	
	4.RV.1	5.RV.1					

READING VESOL

Grade 3 Reading

Demonstrate comprehension of literary texts and use word analysis strategies (RL)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
R-RL.3.1 (3.FFR.3D, 3.RV.1F, 3.RV.1H)	Standard: The student will understand the meaning of words in literary text that the student reads or that is read to the student. Complexity Continuum: <ul style="list-style-type: none"> • Words could include high frequency, decodable, and grade-level words shown with or without a graphic representation. • Sentences could range from simple, compound, to complex sentence structure. • Text could range from one sentence to a paragraph of up to four sentences.
R-RL.3.2 (3.DSR.B, 3.DSR.C, 3.RL)	Standard: The student will use evidence from text to answer questions about a literary text that the student reads or that is read to the student. Complexity Continuum: <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from one sentence to a paragraph of up to four sentences.
R-RL.3.3 (3.RL.1C, 3.RL.2A, 3.RL.2B)	Standard: The student will identify a character in a literary text that the student reads or that is read to the student. Complexity Continuum: <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from one sentence to a paragraph of up to four sentences.
R-RL-.3.4 (3.RL.2A, 3.RL.2B, 3.RL.3C)	Standard: The student will identify a setting in a literary text that the student reads or that is read to the student. Complexity Continuum: <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from one sentence to a paragraph of up to four sentences.
R-RL.3.5 (3.RL.2B, 3.RL.3B)	Standard: The student will identify an event, idea, or step in a literary text that the student reads or that is read to the student. Complexity Continuum: <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation and may include elements of plot that drive the story (e.g., characters, settings, beginning, middle, and resolution). • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from one sentence to a paragraph of up to four sentences.

Demonstrate comprehension of informational texts and use word analysis strategies (RI)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
R-RI.3.1 (3.FFR.3D, 3.RV.1F, 3.RV.1H)	<p>Standard: The student will understand the meaning of words in informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> Words could include high frequency, decodable, and grade-level words shown with or without a graphic representation. Sentences could range from simple, compound, to complex sentence structure. Text could range from one sentence to a paragraph of up to four sentences.
R-RI.3.2 (3.DSR.B, 3.DSR.C, 3.RI)	<p>Standard: The student will use evidence from text to answer questions about an informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> Text could be shown with or without a graphic representation. Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. Text could range from one sentence to a paragraph of up to four sentences.
R-RI.3.3 (3.RI.1B, 3.RI.3C)	<p>Standard: The student will identify an event, idea, step, or key details in an informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> Text could be shown with or without a graphic representation and may include simple references to historical and scientific details. Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. Text could range from one sentence to a paragraph of up to four sentences.
R-RI.3.4 (3.DSR.E, 3.RI.1A, 3.RI.2C)	<p>Standard: The student will answer questions about the main idea in an informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> Text could be shown with or without a graphic representation. Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. Text could range from one sentence to a paragraph of up to four sentences.
R-RI.3.5 (3.RI.2B)	<p>Standard: The student will answer questions about text features in an informational text.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> Text features could include a combination of title, table of contents, index, glossary, and headings, using high frequency and grade-level words.

Grade 4 Reading

Demonstrate comprehension of literary texts and use word analysis strategies (RL)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
R-RL.4.1 (4.DSR.A, 4.DSR.D, 4.FFR.3C, 4.RV.1A, 4.RV.1E, 4.RV.1F, 4.RV.1H)	Standard: The student will understand the meaning of words in literary text that the student reads or that is read to the student. Complexity Continuum: <ul style="list-style-type: none">• Words could include high frequency, decodable, and grade-level words shown with or without a graphic representation.• Sentences could range from simple, compound, to complex sentence structure.• Text could range from one sentence to a paragraph of up to four sentences.
R-RL.4.2 (4.DSR.B, 4.DSR.C, 4.RL)	Standard: The student will use evidence from text to answer questions about a literary text that the student reads or that is read to the student. Complexity Continuum: <ul style="list-style-type: none">• Text could be shown with or without a graphic representation.• Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words.• Text could range from one sentence to a paragraph of up to four sentences.
R-RL.4.3 (4.RL.1C, 4.RL.2A, 4.RL.2C)	Standard: The student will identify the narrator, an individual, or a character in a literary text that the student reads or that is read to the student. Complexity Continuum: <ul style="list-style-type: none">• Text could be shown with or without a graphic representation.• Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words.• Text could range from one sentence to a paragraph of up to four sentences.
R-RL.4.4 (4.RL.1B, 4.RL.2A, 4.RL.2B)	Standard: The student will identify the setting, event(s), or idea(s) in a literary text that the student reads or that is read to the student. Complexity Continuum: <ul style="list-style-type: none">• Text could be shown with or without a graphic representation and may include elements of plot that drive the story (e.g., characters, setting, problem solving, conflict, and resolution).• Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words.• Text could range from one sentence to a paragraph of up to four sentences.

Demonstrate comprehension of informational texts and use word analysis strategies (RI)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
R-RI.4.1 (4.DSR.A, 4.DSR.D, 4.FFR.3C, 4.RV.1A, 4.RV.1E, 4.RV.1F, 4.RV.1H)	<p>Standard: The student will understand the meaning of words in informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Words could include high frequency, decodable, and grade-level words shown with or without a graphic representation. • Sentences could range from simple, compound, to complex sentence structure. • Text could range from one sentence to a paragraph of up to four sentences.
R-RI.4.2 (4.DSR.B, 4.DSR.C, 4.RI)	<p>Standard: The student will use evidence from text to answer questions about an informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from one sentence to a paragraph of up to four sentences.
R-RI.4.3 (4.RI.1B, 4.RI.3C)	<p>Standard: The student will identify an event, idea, step, or key details in an informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation and may include simple references to historical and scientific details. • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from one sentence to a paragraph of up to four sentences.
R-RI.4.4 (4.DSR.E, 4.RI.1A, 4.RI.2C)	<p>Standard: The student will answer questions about the main idea in an informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from one sentence to a paragraph of up to four sentences.
R-RI.4.5 (4.RI.2B)	<p>Standard: The student will answer questions about text features in an informational text.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text features could include a combination of title, table of contents, index, glossary, and headings, using high frequency and grade-level words.

Grade 5 Reading

Demonstrate comprehension of literary texts and use word analysis strategies (RL)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
R-RL.5.1 (5.DSR.A, 5.DSR.D, 5.FFR.3C, 5.RV.1A, 5.RV.1E, 5.RV.1G, 5.RV.1I)	<p>Standard: The student will understand the meaning of words in literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> Words could include high frequency, decodable, and grade-level words shown with or without a graphic representation. Sentences could range from simple, compound, to complex sentence structure. Text could range from one sentence to a paragraph of up to four sentences.
R-RL.5.2 (5.DSR.B, 5.DSR.C, 5.RL)	<p>Standard: The student will use evidence from text to answer questions about a literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> Text could be shown with or without a graphic representation. Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. Text could range from one sentence to a paragraph of up to four sentences.
R-RL.5.3 (5.RL.1C, 5.RL.2A, 5.RL.3C)	<p>Standard: The student will identify the narrator, an individual, or a character in a literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> Text could be shown with or without a graphic representation. Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. Text could range from one sentence to a paragraph of up to four sentences.
R-RL.5.4 (5.RL.1B, 5.RL.1C, 5.RL.2B)	<p>Standard: The student will identify the setting, event(s), or idea(s) in a literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> Text could be shown with or without a graphic representation and may include elements of plot that drive the story (e.g., characters, setting, problem solving, conflict, and resolution). Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. Text could range from one sentence to a paragraph of up to four sentences.
R-RL.5.5 (5.RL.2B)	<p>Standard: The student will identify the meaning of language in a literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> Text could be shown with or without a graphic representation. Text could include figurative language (e.g., simile, metaphor, alliteration, and personification) or sensory words (e.g., words that describe touch, taste, sight, smell, and hearing). Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. Text could range from one sentence to a paragraph of up to four sentences.

Demonstrate comprehension of informational texts and use word analysis strategies (RI)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
R-RI.5.1 (5.DSR.A, 5.DSR.D, 5.FFR.3C, 5.RV.1A, 5.RV.1E, 5.RV.1G, 5.RV.1I)	<p>Standard: The student will understand the meaning of words in informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Words could include high frequency, decodable, and grade-level words shown with or without a graphic representation. • Sentences could range from simple, compound, to complex sentence structure. • Text could range from one sentence to a paragraph of up to four sentences.
R-RI.5.2 (5.DSR.B, 5.DSR.C, 5.RI)	<p>Standard: The student will use evidence from text to answer questions about an informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from one sentence to a paragraph of up to four sentences.
R-RI.5.3 (5.RI.1B, 5.RI.3C)	<p>Standard: The student will identify an event, idea, step, or key details in an informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation and may include simple references to historical and scientific details. • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from one sentence to a paragraph of up to four sentences.
R-RI.5.4 (5.DSR.E, 5.RI.1A, 5.RI.2C)	<p>Standard: The student will answer questions about the main idea in an informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from one sentence to a paragraph of up to four sentences.
R-RI.5.5 (5.RI.2B)	<p>Standard: The student will answer questions about text features in an informational text.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text features could include a combination of title, table of contents, index, glossary, and headings, using high frequency and grade-level words.

Grade 6 Reading

Demonstrate comprehension of literary texts and use word analysis strategies (RL)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
R-RL.6.1 (6.DSR.A, 6.DSR.D, 6.RV.1A, 6.RV.1B, 6.RV.1D)	<p>Standard: The student will understand the meaning of words in literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Words could be shown with or without a graphic representation and include content-specific vocabulary, context for grade-level words with similar, opposite, and multiple meanings. • Sentences could range from simple, compound, to complex sentence structure. • Text could range from two sentences to a paragraph of up to seven sentences.
R-RL.6.2 (6.DSR.B, 6.DSR.C, 6.RL)	<p>Standard: The student will use evidence from text to answer questions about a literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from two sentences to a paragraph of up to seven sentences.
R-RL.6.3 (6.RL.1C, 6.RL.1D, 6.RL.2C, 6.RL.3A)	<p>Standard: The student will identify the narrator, an individual, or a character in a literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from two sentences to a paragraph of up to seven sentences.
R-RL.6.4 (6.RL.1A, 6.RL.1B, 6.RL.3A)	<p>Standard: The student will identify the setting, event(s), idea(s), or theme in a literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation and may include elements of plot that drive the story (e.g., problem solving, connections and interactions between individuals or characters). • Text could include details that pertain to thematic topics (e.g., friendship, celebration, hard work). • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from two sentences to a paragraph of up to seven sentences.

R-RL.6.5 (6.RL.2B)	<p>Standard: The student will identify the meaning of language in a literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Text could include figurative language (e.g., simile, personification, onomatopoeia) or sensory words (e.g., words that describe touch, taste, sight, smell, and hearing). • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from two sentences to a paragraph of up to seven sentences.
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Demonstrate comprehension of informational texts and use word analysis strategies (RI)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
R-RI.6.1 (6.DSR.A, 6.DSR.D, 6.RV.1A, 6.RV.1B, 6.RV.1D)	<p>Standard: The student will understand the meaning of words in informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Words could be shown with or without graphic representation and include content-specific vocabulary, context for grade-level words with similar, opposite, and multiple meanings. • Sentences could range from simple, compound, to complex sentence structure. • Text could range from two sentences to a paragraph of up to seven sentences.
R-RI.6.2 (6.DSR.B, 6.DSR.C, 6.RI)	<p>Standard: The student will use evidence from text to answer questions about an informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from two sentences to a paragraph of up to seven sentences.
R-RI.6.3 (6.RI.1B, 6.RI.3A)	<p>Standard: The student will identify an event, idea, step, or key details in an informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation and may include simple references to historical, scientific and technical details (e.g., receipts, recipes, flyers, menus). • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from two sentences to a paragraph of up to seven sentences.

<p>R-RI.6.4 (6.DSR.E, 6.RI.1A, 6.RI.2B, 6.RI.2C)</p>	<p><u>Standard:</u> The student will answer questions about the main idea in an informational text that the student reads or that is read to the student.</p> <p><u>Complexity Continuum:</u></p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Text could include information that supports instruction of the author’s purpose for writing (e.g., to answer a question, explain, or describe). • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from two sentences to a paragraph of up to seven sentences.
<p>R-RI.6.5 (6.RI.2A)</p>	<p><u>Standard:</u> The student will answer questions about text features in an informational text.</p> <p><u>Complexity Continuum:</u></p> <ul style="list-style-type: none"> • Text features could include a combination of title, graphics, photographs, table of contents, index, glossary, headings, and annotations, using high frequency and grade-level words.

Grade 7 Reading

Demonstrate comprehension of literary texts and use word analysis strategies (RL)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
R-RL.7.1 (7.DSR.A, 7.DSR.D, 7.RV.1A, 7.RV.1B, 7.RV.1D)	<p>Standard: The student will understand the meaning of words in literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Words could be shown with or without a graphic representation and include content-specific vocabulary, context for grade-level words with similar, opposite, and multiple meanings. • Sentences could range from simple, compound, to complex sentence structure. • Text could range from two sentences to a paragraph of up to seven sentences.
R-RL.7.2 (7.DSR.B, 7.DSR.C, 7.RL)	<p>Standard: The student will use evidence from text to answer questions about a literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from two sentences to a paragraph of up to seven sentences.
R-RL.7.3 (7.RL.1C, 7.RL.2C, 7.RL.3A)	<p>Standard: The student will identify the narrator, an individual, or a character in a literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from two sentences to a paragraph of up to seven sentences.
R-RL.7.4 (7.RL.1A, 7.RL.1B, 7.RL.3A)	<p>Standard: The student will identify the setting, event(s), idea(s), or theme in a literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation and may include elements of plot that drive the story (e.g., problem solving, connections and interactions between individuals or characters). • Text could include details that pertain to thematic topics (e.g., family, bravery, kindness). • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from two sentences to a paragraph of up to seven sentences.

R-RL.7.5 (7.RL.2B)	<p>Standard: The student will identify the meaning of language in a literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Text could include figurative language (e.g., simile, personification, onomatopoeia) or sensory words (e.g., words that describe touch, taste, sight, smell, and hearing). • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from two sentences to a paragraph of up to seven sentences.
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Demonstrate comprehension of informational texts and use word analysis strategies (RI)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
R-RI.7.1 (7.DSR.A, 7.DSR.D, 7.RV.1A, 7.RV.1B, 7.RV.1D)	<p>Standard: The student will understand the meaning of words in informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Words could be shown with or without graphic representation and include content-specific vocabulary, context for grade-level words with similar, opposite, and multiple meanings. • Sentences could range from simple, compound, to complex sentence structure. • Text could range from two sentences to a paragraph of up to seven sentences.
R-RI.7.2 (7.DSR.B, 7.DSR.C, 7.RI)	<p>Standard: The student will use evidence from text to answer questions about an informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from two sentences to a paragraph of up to seven sentences.
R-RI.7.3 (7.RI.1B, 7.RI.3A)	<p>Standard: The student will identify an event, idea, step, or key details in an informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation and may include simple references to historical, scientific and technical details (e.g., receipts, recipes, flyers, menus). • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from two sentences to a paragraph of up to seven sentences.

<p>R-RI.7.4 (7.DSR.E, 7.RI.1A, 7.RI.2B, 7.RI.2C)</p>	<p><u>Standard:</u> The student will answer questions about the main idea in an informational text that the student reads or that is read to the student.</p> <p><u>Complexity Continuum:</u></p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Text could include information that supports instruction of the author’s purpose for writing (e.g., to answer a question, explain, or describe). • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from two sentences to a paragraph of up to seven sentences.
<p>R-RI.7.5 (7.RI.2A)</p>	<p><u>Standard:</u> The student will answer questions about text features in an informational text.</p> <p><u>Complexity Continuum:</u></p> <ul style="list-style-type: none"> • Text features could include a combination of title, graphics, photographs, table of contents, index, glossary, headings, and annotations, using high frequency and grade-level words.

Grade 8 Reading

Demonstrate comprehension of literary texts and use word analysis strategies (RL)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
R-RL.8.1 (8.DSR.A, 8.DSR.D, 8.RV.1A, 8.RV.1B, 8.RV.1D)	<p>Standard: The student will understand the meaning of words in literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> Words could be shown with or without a graphic representation and include content-specific vocabulary, context for grade-level words with similar, opposite, and multiple meanings. Sentences could range from simple, compound, to complex sentence structure. Text could range from two sentences to a paragraph of up to seven sentences.
R-RL.8.2 (8.DSR.B, 8.DSR.C, 8.RL)	<p>Standard: The student will use evidence from text to answer questions about a literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> Text could be shown with or without a graphic representation. Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. Text could range from two sentences to a paragraph of up to seven sentences.
R-RL.8.3 (8.RL.1A, 8.RL.1C, 8.RL.2C)	<p>Standard: The student will identify the narrator, an individual, or a character and their characteristics in a literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> Text could be shown with or without a graphic representation. Text could include information about characters' physical characteristics or characteristics referring to states of being (e.g., mad, sad, happy). Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. Text could range from two sentences to a paragraph of up to seven sentences.
R-RL.8.4 (8.RL.1A, 8.RL.2D)	<p>Standard: The student will identify the setting, event(s), idea(s), or theme in a literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> Text could be shown with or without a graphic representation and may include elements of plot that drive the story (e.g., problem solving, connections and interactions between individuals or characters). Text could include details that pertain to thematic topics (e.g., family, bravery, kindness). Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. Text could range from two sentences to a paragraph of up to seven sentences.

R-RL.8.5 (8.RL.2B, 8.RV.1E)	<p>Standard: The student will identify the meaning of language in a literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Text could include figurative language (e.g., simile, personification, onomatopoeia) or sensory words (e.g., words that describe touch, taste, sight, smell, and hearing). • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from two sentences to a paragraph of up to seven sentences.
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Demonstrate comprehension of informational texts and use word analysis strategies (RI)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
R-RI.8.1 (8.DSR.A, 8.DSR.D, 8.RV.1A, 8.RV.1B, 8.RV.1D)	<p>Standard: The student will understand the meaning of words in informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Words could be shown with or without graphic representation and include content-specific vocabulary, context for grade-level words with similar, opposite, and multiple meanings. • Sentences could range from simple, compound, to complex sentence structure. • Text could range from two sentences to a paragraph of up to seven sentences.
R-RI.8.2 (8.DSR.B, 8.DSR.C, 8.RI)	<p>Standard: The student will use evidence from text to answer questions about an informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from two sentences to a paragraph of up to seven sentences.
R-RI.8.3 (8.RI.1B, 8.RI.3A)	<p>Standard: The student will identify an event, idea, step, or key details in an informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation and may include simple references to historical, scientific, and technical details (e.g., job applications, receipts, recipes, flyers, menus). • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from two sentences to a paragraph of up to seven sentences.

<p>R-RI.8.4 (8.DSR.E, 8.RI.1A, 8.RI.2B, 8.RI.2C)</p>	<p><u>Standard:</u> The student will answer questions about the main idea in an informational text that the student reads or that is read to the student.</p> <p><u>Complexity Continuum:</u></p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Text could include information that supports instruction of the author’s purpose for writing (e.g., to answer a question, explain, or describe). • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from two sentences to a paragraph of up to seven sentences.
<p>R-RI.8.5 (8.RI.2A)</p>	<p><u>Standard:</u> The student will answer questions about text features in an informational text.</p> <p><u>Complexity Continuum:</u></p> <ul style="list-style-type: none"> • Text features could include a combination of title, graphics, photographs, table of contents, index, glossary, headings, and annotations, using high frequency and grade-level words.

Grade HS Reading

Demonstrate comprehension of literary texts and use word analysis strategies (RL)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
R-RL.HS.1 (9/10/11/12.DSR.A, 9/10/11/12.DSR.D, 9/10/11/12.RV.1A, 9/10/11/12.RV.1B)	<p>Standard: The student will understand the meaning of words in literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> Words could be shown with or without a graphic representation and include content-specific vocabulary, context for grade-level words with literal, figurative, similar, opposite, and multiple meanings. Sentences could range from simple, compound, to complex sentence structure. Text could range from four sentences to two paragraphs with five to seven sentences each.
R-RL.HS.2 (9/10/11/12.DSR.B, 9/10/11/12.DSR.C, 9/10/11/12.RL)	<p>Standard: The student will use evidence from text to answer questions about a literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> Text could be shown with or without a graphic representation. Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. Text could range from four sentences to two paragraphs with five to seven sentences each.
R-RL.HS.3 (9/10/11/12.RL.1C)	<p>Standard: The student will identify the narrator, an individual, or a character and their characteristics in a literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> Text could be shown with or without a graphic representation. Text could include information about characters' physical characteristics or characteristics referring to states of being (e.g., mad, sad, happy). Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. Text could range from four sentences to two paragraphs with five to seven sentences each.
R-RL.HS.4 (9/10/11/12.RL.1C)	<p>Standard: The student will identify the setting, event(s), or idea(s) in a literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> Text could be shown with or without a graphic representation and may include elements of plot that drive the story (e.g., problem solving, connections and interactions between individuals or characters, settings, events, or ideas). Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. Text could range from four sentences to two paragraphs with five to seven sentences each.

R-RL.HS.5 (9/10/11/12.RL.1A)	<p>Standard: The student will identify a theme or topic in a literary text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Text could include details that pertain to universal themes (e.g., survival, struggle, success, nature). • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from four sentences to two paragraphs with five to seven sentences each.
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Demonstrate comprehension of informational texts and use word analysis strategies (RI)

VESOL Code (SOL Code)	VESOL Text Complexity Continuum
R-RI.HS.1 (9/10/11/12.DSR.A, 9/10/11/12.DSR.D, 9/10/11/12.RV.1A, 9/10/11/12.RV.1B)	<p>Standard: The student will understand the meaning of words in informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Words could be shown with or without graphic representation and include content-specific vocabulary, context for grade-level words with literal, figurative, similar, opposite, and multiple meanings. • Sentences could range from simple, compound, to complex sentence structure. • Text could range from four sentences to two paragraphs with five to seven sentences each.
R-RI.HS.2 (9/10/11/12.DSR.B, 9/10/11/12.DSR.C, 9/10/11/12.RI)	<p>Standard: The student will use evidence from text to answer questions about an informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from four sentences to two paragraphs with five to seven sentences each.
R-RI.HS.3 (9/10/11/12.DSR.B, 9/10/11/12.DSR.C, 9.RI.1A, 9/10.RI.1B, 10/11.RI.2B)	<p>Standard: The student will identify an event, idea, step, or key details in an informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation and may include simple references to historical, scientific and technical details (e.g., job applications, simple manuals, receipts, recipes, flyers, menus). • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from two sentences to a paragraph up to seven sentences each.

<p>R-RI.HS.4 (9/10/11/12.DSR.E, 9.RI.1A, 10/11.RI.2C)</p>	<p>Standard: The student will answer questions about the main idea in an informational text that the student reads or that is read to the student.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text could be shown with or without a graphic representation. • Text could include information that supports instruction of the author’s purpose for writing (e.g., to answer a question, explain, or describe). • Sentences could range from simple, compound, to complex sentence structure using high frequency and grade-level words. • Text could range from four sentences to two paragraphs with five to seven sentences each.
<p>R-RI.HS.5 (11/12.RI.2A)</p>	<p>Standard: The student will answer questions about text features in an informational text.</p> <p>Complexity Continuum:</p> <ul style="list-style-type: none"> • Text features could include data and information from maps, charts, graphs, timelines, tables, and diagrams.