

Main Criteria: U.S. History-Based Writing Lessons

Secondary Criteria: Virginia Standards of Learning

Subject: Language Arts

Grades: 6, 7, 8

U.S. History-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

**STRAND /
TOPIC**

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

**STRAND /
TOPIC**

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts
INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Providing evidence to support the main idea.
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
PROGRESS INDICATOR	vii.	Referencing source material as appropriate during the presentation.

STRAND / TOPIC **Research**

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
INDICATOR	E.	Organize and share findings in formal and informal oral or written formats.

Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
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**STRAND /
TOPIC**

Reading and Vocabulary

STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.
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INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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**STRAND /
TOPIC**

Reading Informational Text

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.1.	Key Ideas and Confirming Details

INDICATOR	A.	Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.
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**STRAND /
TOPIC**

Reading Informational Text

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.3.	Integration of Concepts

INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas.
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**STRAND /
TOPIC**

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
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INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC		Writing
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Providing evidence to support the main ideas, including pertinent descriptions, facts, details, and examples.
PROGRESS INDICATOR	v.	Referencing source material as appropriate during the presentation.
STRAND / TOPIC	Research	
STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information
INDICATOR	E.	Organize and share findings in formal and informal oral written formats.

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.
INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /
TOPIC**

Reading Informational Text

STANDARD / STRAND	8.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	8.RI.3.	Integration of Concepts

INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented.
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**STRAND /
TOPIC**

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
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INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
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**STRAND /
TOPIC**

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
PROGRESS INDICATOR	ii.	Incorporating pertinent descriptions, facts, details, and examples to support the main ideas.
PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
PROGRESS INDICATOR	v.	Referencing source material as appropriate during the presentation.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.3.	Integrating Multimodal Literacies
INDICATOR	A.	Plan and present a multimodal presentation that
PROGRESS INDICATOR	ii.	Uses pertinent descriptions, facts, and details.

PROGRESS INDICATOR	iii.	Uses two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).
STRAND / TOPIC		Research
STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	E.	Organize and share findings in formal and informal oral or written formats.

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Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).
STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts
INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.

PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar
INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.

PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
STRAND / TOPIC	Research	
STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.

Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.
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INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.1.	Key Ideas and Confirming Details

INDICATOR	A.	Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.
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STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.3.	Integration of Concepts

INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas.
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STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
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INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC	Writing	
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
PROGRESS INDICATOR	iii.	Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC	Writing	
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
STRAND / TOPIC	Language Usage	

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.
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STRAND / TOPIC **Research**

STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information

INDICATOR	D.	Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.
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Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
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INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.
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INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	8.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	8.RI.3.	Integration of Concepts

INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented.
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STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
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INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC	Writing	
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC	Writing	
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

INDICATOR / STANDARD	8.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.

STRAND / TOPIC **Research**

STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC Reading Informational Text

STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts

INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar
INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:

PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
STRAND / TOPIC		Research
STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.

Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.

INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.1.	Key Ideas and Confirming Details
INDICATOR	A.	Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.3.	Integration of Concepts
INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas.
STRAND / TOPIC	Writing	
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC	Writing	
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.

PROGRESS INDICATOR	iii.	Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.

STRAND / TOPIC

Research

STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.
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INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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**STRAND /
TOPIC****Reading Informational Text**

STANDARD / STRAND	8.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	8.RI.3.	Integration of Concepts

INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented.
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**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
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INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
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**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
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PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR C. Use specific adjectives and adverbs to enhance speech and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration

INDICATOR A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:

PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
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STRAND / TOPIC **Research**

STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information

INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.
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Lesson 04: Unit 2 Writing from Notes, p. 33-40

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).

INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts
INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).

STRAND / TOPIC **Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC **Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar
INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
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PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:

PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
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STRAND / TOPIC

Research

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information

INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
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**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.
INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /
TOPIC****Reading Informational Text**

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.1.	Key Ideas and Confirming Details
INDICATOR	A.	Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.

STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.3.	Integration of Concepts

INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
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INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
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STRAND / TOPIC **Writing**

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
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PROGRESS INDICATOR	iii.	Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
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PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.
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STRAND / TOPIC

Research

STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
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INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.
INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC Reading Informational Text

STANDARD / STRAND	8.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	8.RI.3.	Integration of Concepts

INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented.
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STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
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INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
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STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
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PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas

INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
STRAND / TOPIC		Research
STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

Lesson 05: Unit 3 Retelling Narrative Stories, p. 41-50

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	6.RL.1.	Key Ideas and Plot Details

INDICATOR	B.	Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution.
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INDICATOR	C.	Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot.
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INDICATOR	D.	Explain how static and dynamic characters impact the plot.
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INDICATOR	E.	Explain the role of the protagonist and antagonist on plot events.
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STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	6.RL.3.	Integration of Concepts

INDICATOR	A.	Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
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PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
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PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:

PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
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Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
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INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.
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INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	7.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	7.RL.1.	Key Ideas and Plot Details

INDICATOR	B.	Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development.
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INDICATOR	C.	Explain how static and dynamic characters and the roles of protagonist and antagonist influence plot events.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	7.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	7.RL.3.	Integration of Concepts

INDICATOR	A.	Explain how particular elements of stories or dramas interact including how settings shape and influence characters and plot.
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STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write narratives to develop real or imagined experiences or to alter an existing text, using a variety of precise words and phrases and transitional words to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another.
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INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
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**STRAND /
TOPIC**

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.
INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write narratives to develop real or imagined experiences or to alter an existing text, using well-structured event sequences, precise words and phrases, and transitional words to develop the characters, convey sequence, and capture the action.
INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR C. Use specific adjectives and adverbs to enhance speech and writing.

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:

PROGRESS
INDICATOR i. Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.

PROGRESS
INDICATOR ii. Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.

PROGRESS
INDICATOR v. Thoughtfully paraphrasing and summarizing ideas made during discussions.

PROGRESS
INDICATOR vii. Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:

PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
STRAND / TOPIC		Research
STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

Lesson 06: Unit 3 Retelling Narrative Stories, p. 51-60

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).
STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Reading Literary Text

STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	6.RL.1.	Key Ideas and Plot Details

INDICATOR	B.	Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution.
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INDICATOR	C.	Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot.
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INDICATOR	D.	Explain how static and dynamic characters impact the plot.
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INDICATOR	E.	Explain the role of the protagonist and antagonist on plot events.
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STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	6.RL.3.	Integration of Concepts

INDICATOR	A.	Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
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PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
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PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	B.	Use and punctuate dialogue and direct quotations appropriately in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
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PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:

PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
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Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
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INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.
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INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	7.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	7.RL.1.	Key Ideas and Plot Details

INDICATOR	B.	Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development.
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INDICATOR	C.	Explain how static and dynamic characters and the roles of protagonist and antagonist influence plot events.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	7.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	7.RL.3.	Integration of Concepts

INDICATOR	A.	Explain how particular elements of stories or dramas interact including how settings shape and influence characters and plot.
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STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write narratives to develop real or imagined experiences or to alter an existing text, using a variety of precise words and phrases and transitional words to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another.
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INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
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**STRAND /
TOPIC**

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR	B.	Use and punctuate dialogue and direct quotations appropriately in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.

INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write narratives to develop real or imagined experiences or to alter an existing text, using well-structured event sequences, precise words and phrases, and transitional words to develop the characters, convey sequence, and capture the action.
INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	B.	Use and punctuate dialogue and direct quotations appropriately in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
STRAND / TOPIC		Research
STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

Lesson 07: Unit 3 Retelling Narrative Stories, p. 61-70

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).
STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Reading Literary Text	
STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	6.RL.1.	Key Ideas and Plot Details
INDICATOR	B.	Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution.
INDICATOR	C.	Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot.
INDICATOR	D.	Explain how static and dynamic characters impact the plot.
INDICATOR	E.	Explain the role of the protagonist and antagonist on plot events.
STRAND / TOPIC	Reading Literary Text	
STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	6.RL.3.	Integration of Concepts
INDICATOR	A.	Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.
STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.

PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
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PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:

PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
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Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
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INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.
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INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	7.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	7.RL.1.	Key Ideas and Plot Details

INDICATOR	B.	Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development.
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INDICATOR	C.	Explain how static and dynamic characters and the roles of protagonist and antagonist influence plot events.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	7.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	7.RL.3.	Integration of Concepts

INDICATOR	A.	Explain how particular elements of stories or dramas interact including how settings shape and influence characters and plot.
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STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write narratives to develop real or imagined experiences or to alter an existing text, using a variety of precise words and phrases and transitional words to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another.
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INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC **Writing**

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.
INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write narratives to develop real or imagined experiences or to alter an existing text, using well-structured event sequences, precise words and phrases, and transitional words to develop the characters, convey sequence, and capture the action.
INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR C. Use specific adjectives and adverbs to enhance speech and writing.

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.

PROGRESS INDICATOR ii. Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.

PROGRESS INDICATOR v. Thoughtfully paraphrasing and summarizing ideas made during discussions.

PROGRESS INDICATOR vii. Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:

PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
STRAND / TOPIC		Research
STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

Lesson 08: Unit 3 Retelling Narrative Stories, p. 71-80

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).
STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Reading Literary Text

STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	6.RL.1.	Key Ideas and Plot Details

INDICATOR	B.	Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution.
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INDICATOR	C.	Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot.
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INDICATOR	D.	Explain how static and dynamic characters impact the plot.
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INDICATOR	E.	Explain the role of the protagonist and antagonist on plot events.
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STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	6.RL.3.	Integration of Concepts

INDICATOR	A.	Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
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PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
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PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.

Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
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INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.
INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	7.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	7.RL.1.	Key Ideas and Plot Details
INDICATOR	B.	Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development.
INDICATOR	C.	Explain how static and dynamic characters and the roles of protagonist and antagonist influence plot events.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	7.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	7.RL.3.	Integration of Concepts
INDICATOR	A.	Explain how particular elements of stories or dramas interact including how settings shape and influence characters and plot.

STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write narratives to develop real or imagined experiences or to alter an existing text, using a variety of precise words and phrases and transitional words to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another.
INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.

STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
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PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.

Virginia Standards of Learning**Language Arts**

Grade 8 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.
INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write narratives to develop real or imagined experiences or to alter an existing text, using well-structured event sequences, precise words and phrases, and transitional words to develop the characters, convey sequence, and capture the action.
INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
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PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:

PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
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STRAND / TOPIC		Research
STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

Lesson 09: Unit 4 Summarizing a Reference, p. 81-88

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.

INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts
INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.

PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar
INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.

PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
STRAND / TOPIC	Research	
STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.

Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.
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INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.1.	Key Ideas and Confirming Details

INDICATOR	A.	Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.
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STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.3.	Integration of Concepts

INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas.
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STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
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INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC	Writing	
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
PROGRESS INDICATOR	iii.	Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC	Writing	
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
STRAND / TOPIC	Language Usage	

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.
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STRAND / TOPIC **Research**

STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information

INDICATOR	D.	Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.
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Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
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INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
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STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.
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INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	8.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	8.RI.3.	Integration of Concepts

INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
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INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC	Writing	
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC	Writing	
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

INDICATOR / STANDARD	8.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.

STRAND / TOPIC

Research

STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	D.	Use the relationship between particular words including synonyms and antonyms to better understand each word.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
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INDICATOR / STANDARD	6.RL.3.	Integration of Concepts
INDICATOR	A.	Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts
INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.

PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar
INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.

PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
STRAND / TOPIC	Research	
STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.

Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.
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INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
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INDICATOR	D.	Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.1.	Key Ideas and Confirming Details

INDICATOR	A.	Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.
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STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.3.	Integration of Concepts

INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas.
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STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
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INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
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**STRAND /
TOPIC**

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
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INDICATOR / STANDARD	7.W.2.	Organization and Composition
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INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
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PROGRESS INDICATOR	iii.	Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
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PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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**STRAND /
TOPIC**

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
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INDICATOR / STANDARD	7.W.3.	Usage and Mechanics
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INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
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INDICATOR / STANDARD	7.LU.1.	Grammar
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INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC **Language Usage**

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.

STRAND / TOPIC **Research**

STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.
INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
INDICATOR	D.	Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	8.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	8.RI.3.	Integration of Concepts
INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
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INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
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**STRAND /
TOPIC**

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
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PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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**STRAND /
TOPIC**

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
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PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
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**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas

INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
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PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
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**STRAND /
TOPIC****Research**

STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information

INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.
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Lesson 11: Unit 4 Summarizing a Reference, p. 101-108

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).
STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Reading Informational Text

STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts

INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
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INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
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PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
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PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
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PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
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PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC **Language Usage**

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
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STRAND / TOPIC **Language Usage**

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
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PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
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STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
STRAND / TOPIC		Research
STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.

Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.
INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /
TOPIC**

Reading Informational Text

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.1.	Key Ideas and Confirming Details

INDICATOR	A.	Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.
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**STRAND /
TOPIC**

Reading Informational Text

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.3.	Integration of Concepts

INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas.
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**STRAND /
TOPIC**

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
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INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
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**STRAND /
TOPIC**

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
PROGRESS INDICATOR	iii.	Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.
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STRAND / TOPIC

Research

STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information

INDICATOR	D.	Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.
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Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
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INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.
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INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	8.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	8.RI.3.	Integration of Concepts

INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented.
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STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
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INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
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STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.

STRAND / TOPIC

Research

STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

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STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts
INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.

INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar
INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
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PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
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**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas

INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
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PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
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**STRAND /
TOPIC****Research**

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information

INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
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Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.
INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.1.	Key Ideas and Confirming Details

INDICATOR	A.	Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.3.	Integration of Concepts
INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas.
STRAND / TOPIC	Writing	
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC	Writing	
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
PROGRESS INDICATOR	iii.	Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.

PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.

**STRAND /
TOPIC****Research**

STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information

INDICATOR	D.	Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.
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Virginia Standards of Learning**Language Arts**

Grade 8 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
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INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
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**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.
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INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	8.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	8.RI.3.	Integration of Concepts
INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented.
STRAND / TOPIC	Writing	
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC	Writing	
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC **Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC **Language Usage**

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC **Language Usage**

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
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PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
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STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.

STRAND / TOPIC		Research
STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

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Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.

STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.

INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
Virginia Standards of Learning		
Language Arts		
Grade 7 - Adopted: 2024		
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Writing	
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.

INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write narratives to develop real or imagined experiences or to alter an existing text, using a variety of precise words and phrases and transitional words to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another.
INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
STRAND / TOPIC		Writing
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.
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Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write narratives to develop real or imagined experiences or to alter an existing text, using well-structured event sequences, precise words and phrases, and transitional words to develop the characters, convey sequence, and capture the action.
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INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
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**STRAND /
TOPIC**

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
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PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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**STRAND /
TOPIC**

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
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PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
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**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:

PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
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**STRAND /
TOPIC****Research**

STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information

INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.
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Lesson 14: Unit 5 Writing from Pictures, p. 131-140

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
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STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
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PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
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PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
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PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
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PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar
INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.

PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.

Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Writing	
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write narratives to develop real or imagined experiences or to alter an existing text, using a variety of precise words and phrases and transitional words to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another.
INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
STRAND / TOPIC	Writing	
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STANDARD / TOPIC Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STANDARD / TOPIC Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write narratives to develop real or imagined experiences or to alter an existing text, using well-structured event sequences, precise words and phrases, and transitional words to develop the characters, convey sequence, and capture the action.
INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.

STANDARD / TOPIC Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.

STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.

STRAND / TOPIC	Research	
STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

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STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.

INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar
INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:

PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
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Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write narratives to develop real or imagined experiences or to alter an existing text, using a variety of precise words and phrases and transitional words to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another.
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INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
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STRAND / TOPIC Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
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PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.

PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.
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Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC	Writing	
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write narratives to develop real or imagined experiences or to alter an existing text, using well-structured event sequences, precise words and phrases, and transitional words to develop the characters, convey sequence, and capture the action.
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INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
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STRAND / TOPIC	Writing	
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
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PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.

PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
STRAND / TOPIC	Research	
STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

Lesson 16: Unit 6 Summarizing Multiple References, p. 149-158

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
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INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts

INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
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INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
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INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
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PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
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**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:

PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
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**STRAND /
TOPIC**

Research

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Collect information from multiple sources, using search terms effectively.
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INDICATOR	C.	Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.
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INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
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Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.
INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.1.	Key Ideas and Confirming Details
INDICATOR	A.	Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.

STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.3.	Integration of Concepts

INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
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INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
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STRAND / TOPIC **Writing**

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
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PROGRESS INDICATOR	iii.	Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
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PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.
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**STRAND /
TOPIC** **Research**

STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Collect, organize, and synthesize information from multiple sources using various notetaking formats.
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INDICATOR	D.	Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.
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Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
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INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
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STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
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INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
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INDICATOR	A.	Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.
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INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	8.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	8.RI.3.	Integration of Concepts
INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented.
STRAND / TOPIC	Writing	
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC	Writing	
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC **Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC **Language Usage**

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC **Language Usage**

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
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PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
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STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.

STRAND / TOPIC **Research**

STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Collect, organize, and synthesize information from multiple sources using various notetaking formats.
INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

Lesson 17: Unit 6 Summarizing Multiple References, p. 159-174

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
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INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts

INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
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INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.

STRAND / TOPIC	Research	
STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Collect information from multiple sources, using search terms effectively.
INDICATOR	C.	Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.

Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.
INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /
TOPIC****Reading Informational Text**

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.1.	Key Ideas and Confirming Details
INDICATOR	A.	Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.

**STRAND /
TOPIC****Reading Informational Text**

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.3.	Integration of Concepts

INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas.
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STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
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INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
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STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
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PROGRESS INDICATOR	iii.	Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
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PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
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INDICATOR / STANDARD	7.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.
STRAND / TOPIC		Research
STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Collect, organize, and synthesize information from multiple sources using various notetaking formats.
INDICATOR	D.	Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.
INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	8.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	8.RI.3.	Integration of Concepts

INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
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INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
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STRAND / TOPIC **Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
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PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC **Language Usage**

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC **Language Usage**

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
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PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
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STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:

PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
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STRAND / TOPIC

Research

STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Collect, organize, and synthesize information from multiple sources using various notetaking formats.
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INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.
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Lesson 18: Unit 6 Summarizing Multiple References, p. 175-184

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
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INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
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INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts

INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
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INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.

STRAND / TOPIC	Research	
STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Collect information from multiple sources, using search terms effectively.
INDICATOR	C.	Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.

Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.
INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /
TOPIC****Reading Informational Text**

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.1.	Key Ideas and Confirming Details
INDICATOR	A.	Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.

**STRAND /
TOPIC****Reading Informational Text**

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.3.	Integration of Concepts

INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas.
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STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
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INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
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STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
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PROGRESS INDICATOR	iii.	Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
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PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
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INDICATOR / STANDARD	7.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.
STRAND / TOPIC		Research
STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Collect, organize, and synthesize information from multiple sources using various notetaking formats.
INDICATOR	D.	Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.
INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	8.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	8.RI.3.	Integration of Concepts

INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
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INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
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STRAND / TOPIC **Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
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PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:

PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
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STRAND / TOPIC

Research

STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Collect, organize, and synthesize information from multiple sources using various notetaking formats.
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INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.
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Lesson 19: Unit 6 Summarizing Multiple References, p. 185-196

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
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INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts
INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.

STRAND / TOPIC	Research	
STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Collect information from multiple sources, using search terms effectively.
INDICATOR	C.	Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.

Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.
INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /
TOPIC****Reading Informational Text**

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.1.	Key Ideas and Confirming Details
INDICATOR	A.	Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.

**STRAND /
TOPIC****Reading Informational Text**

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.3.	Integration of Concepts

INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas.
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STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
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INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
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STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
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PROGRESS INDICATOR	iii.	Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
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PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
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INDICATOR / STANDARD	7.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.
STRAND / TOPIC		Research
STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Collect, organize, and synthesize information from multiple sources using various notetaking formats.
INDICATOR	D.	Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.
INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	8.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	8.RI.3.	Integration of Concepts

INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
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INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
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STRAND / TOPIC **Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
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PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:

PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
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STRAND / TOPIC

Research

STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Collect, organize, and synthesize information from multiple sources using various notetaking formats.
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INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.
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Lesson 20: Unit 7 Inventive Writing, p. 197-204

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
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PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
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PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
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PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
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PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
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INDICATOR / STANDARD	6.LU.1.	Grammar
INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
STRAND / TOPIC	Research	
STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information

INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
INDICATOR	F.	Give credit for information quoted or paraphrased using standard citations (e.g., author, article, title, webpage, and publication date).

Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
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STRAND / TOPIC Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
PROGRESS INDICATOR	iii.	Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.

STRAND / TOPIC

Research

STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.
INDICATOR	F.	Give credit for information quoted or paraphrased, using standard citations (e.g., author, article title and webpage, and publication date).

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR

B.

Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS
INDICATOR

ii.

Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.

PROGRESS
INDICATOR

iv.

Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.

PROGRESS
INDICATOR

v.

Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.

PROGRESS
INDICATOR

vi.

Expanding and embedding ideas to create sentence variety.

PROGRESS
INDICATOR

vii.

Providing a concluding statement or section.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR

B.

Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
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INDICATOR / STANDARD	8.LU.1.	Grammar
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INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC	Language Usage
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STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
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INDICATOR / STANDARD	8.LU.2.	Mechanics
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INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC	Communications and Multimodal Literacies
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STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
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INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
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PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
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STRAND / TOPIC	Communications and Multimodal Literacies
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STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
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INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
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PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
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STRAND / TOPIC	Research
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STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information

INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.
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Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.

STRAND / TOPIC	Research	
STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
INDICATOR	F.	Give credit for information quoted or paraphrased using standard citations (e.g., author, article, title, webpage, and publication date).

Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
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STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Writing	
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
STRAND / TOPIC	Writing	
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
PROGRESS INDICATOR	iii.	Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.

PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.

STRAND / TOPIC		Research
STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.
INDICATOR	F.	Give credit for information quoted or paraphrased, using standard citations (e.g., author, article title and webpage, and publication date).

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.

STRAND / TOPIC		Writing
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STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
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PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.

**STRAND /
TOPIC**

Research

STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

Lesson 22: Unit 7 Inventive Writing, p. 215-222

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

**STRAND /
TOPIC**

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.

PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar
INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.

PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
STRAND / TOPIC	Research	
STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
INDICATOR	F.	Give credit for information quoted or paraphrased using standard citations (e.g., author, article, title, webpage, and publication date).

Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Writing
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
STRAND / TOPIC		Writing
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
PROGRESS INDICATOR	iii.	Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC **Language Usage**

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.
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STRAND / TOPIC **Research**

STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information

INDICATOR	D.	Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.
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INDICATOR	F.	Give credit for information quoted or paraphrased, using standard citations (e.g., author, article title and webpage, and publication date).
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Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
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INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
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INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing
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INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
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STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
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INDICATOR / STANDARD	8.W.2.	Organization and Composition
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INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
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PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
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**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
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PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
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**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:

PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
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STRAND / TOPIC		Research
STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
INDICATOR	F.	Give credit for information quoted or paraphrased using standard citations (e.g., author, article, title, webpage, and publication date).

Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC		Writing
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.

STRAND / TOPIC	Writing
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STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
PROGRESS INDICATOR	iii.	Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.
STRAND / TOPIC	Research	
STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.
INDICATOR	F.	Give credit for information quoted or paraphrased, using standard citations (e.g., author, article title and webpage, and publication date).

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
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PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas

INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
STRAND / TOPIC		Research
STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

Lesson 24: Unit 7 Inventive Writing, p. 231-240

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar
INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
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PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:

PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
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STRAND / TOPIC

Research

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information

INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
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INDICATOR	F.	Give credit for information quoted or paraphrased using standard citations (e.g., author, article, title, webpage, and publication date).
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Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write narratives to develop real or imagined experiences or to alter an existing text, using a variety of precise words and phrases and transitional words to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another.
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INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
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STRAND / TOPIC Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
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PROGRESS INDICATOR	iii.	Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.

STRAND / TOPIC

Research

STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.
INDICATOR	F.	Give credit for information quoted or paraphrased, using standard citations (e.g., author, article title and webpage, and publication date).

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write narratives to develop real or imagined experiences or to alter an existing text, using well-structured event sequences, precise words and phrases, and transitional words to develop the characters, convey sequence, and capture the action.
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INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
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**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
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PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
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PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas

INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
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PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
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STRAND / TOPIC		Research
STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

Lesson 25: Unit 8 Formal Essay Models, p. 241-250

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.

STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.

INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
STRAND / TOPIC	Research	
STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Collect information from multiple sources, using search terms effectively.
INDICATOR	C.	Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.

INDICATOR	F.	Give credit for information quoted or paraphrased using standard citations (e.g., author, article, title, webpage, and publication date).
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Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Writing
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
STRAND / TOPIC		Writing
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.

PROGRESS INDICATOR	iii.	Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.

STRAND / TOPIC

Research

STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Collect, organize, and synthesize information from multiple sources using various notetaking formats.
INDICATOR	D.	Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.
INDICATOR	F.	Give credit for information quoted or paraphrased, using standard citations (e.g., author, article title and webpage, and publication date).

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND /
TOPIC

Language Usage

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND /
TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
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PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
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STRAND /
TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas

INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:

PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
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STRAND / TOPIC **Research**

STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Collect, organize, and synthesize information from multiple sources using various notetaking formats.
INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

Lesson 26: Unit 8 Formal Essay Models, p. 251-262

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /
TOPIC**

Reading Literary Text

STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	6.RL.1.	Key Ideas and Plot Details

INDICATOR	D.	Explain how static and dynamic characters impact the plot.
INDICATOR	E.	Explain the role of the protagonist and antagonist on plot events.

**STRAND /
TOPIC**

Reading Informational Text

STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.2.	Craft and Style

INDICATOR	A.	Determine the purpose of text features (e.g., boldface and italics type; type set in color; underlining; graphics and photographs; and heading and subheadings).
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**STRAND /
TOPIC**

Reading Informational Text

STANDARD / STRAND	6.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	6.RI.3.	Integration of Concepts

INDICATOR	A.	Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
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**STRAND /
TOPIC**

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar
INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
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PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:

PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
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STRAND / TOPIC

Research

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Collect information from multiple sources, using search terms effectively.
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INDICATOR	C.	Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.
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INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
INDICATOR	F.	Give credit for information quoted or paraphrased using standard citations (e.g., author, article, title, webpage, and publication date).

Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.
INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	7.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	7.RL.1.	Key Ideas and Plot Details

INDICATOR C. Explain how static and dynamic characters and the roles of protagonist and antagonist influence plot events.

STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.1.	Key Ideas and Confirming Details

INDICATOR A. Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.

STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.2.	Craft and Style

INDICATOR A. Analyze how an author uses text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics and photographs; headings and subheadings; footnotes and annotations) to enhance and support the reader's comprehension.

STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	7.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	7.RI.3.	Integration of Concepts

INDICATOR A. Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas.

STRAND / TOPIC **Writing**

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing

INDICATOR B. Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.

INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
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**STRAND /
TOPIC**

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
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PROGRESS INDICATOR	iii.	Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
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PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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**STRAND /
TOPIC**

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.
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STRAND / TOPIC

Research

STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Collect, organize, and synthesize information from multiple sources using various notetaking formats.
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INDICATOR	D.	Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.
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INDICATOR	F.	Give credit for information quoted or paraphrased, using standard citations (e.g., author, article title and webpage, and publication date).
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Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.
INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	8.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	8.RI.2.	Craft and Style
INDICATOR	A.	Evaluate an author's use of text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; footnotes and annotations) to enhance and support the reader's comprehension.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	8.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
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INDICATOR / STANDARD	8.RI.3.	Integration of Concepts
INDICATOR	A.	Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas

INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
STRAND / TOPIC		Research
STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Collect, organize, and synthesize information from multiple sources using various notetaking formats.
INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

Lesson 27: Unit 8 Formal Essay Models, p. 263-268

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Writing
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
INDICATOR	D.	Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:
PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
STRAND / TOPIC	Research	
STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Collect information from multiple sources, using search terms effectively.
INDICATOR	C.	Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
INDICATOR	F.	Give credit for information quoted or paraphrased using standard citations (e.g., author, article, title, webpage, and publication date).

Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
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INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
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STRAND / TOPIC **Writing**

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
PROGRESS INDICATOR	iii.	Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC **Writing**

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
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INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.
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STRAND / TOPIC **Research**

STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
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INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information
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INDICATOR	B.	Collect, organize, and synthesize information from multiple sources using various notetaking formats.
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INDICATOR	D.	Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.
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INDICATOR	F.	Give credit for information quoted or paraphrased, using standard citations (e.g., author, article title and webpage, and publication date).
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Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Writing	
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC	Writing	
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.

PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.

PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:

PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
STRAND / TOPIC	Research	
STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Collect, organize, and synthesize information from multiple sources using various notetaking formats.
INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 269-278

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
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INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	6.RL.1.	Key Ideas and Plot Details

INDICATOR	B.	Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution.
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INDICATOR	C.	Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot.
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INDICATOR	D.	Explain how static and dynamic characters impact the plot.
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INDICATOR	E.	Explain the role of the protagonist and antagonist on plot events.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	6.RL.3.	Integration of Concepts

INDICATOR	A.	Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
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PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
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PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
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PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
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PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
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INDICATOR / STANDARD	6.LU.1.	Grammar
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INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
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PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:

PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
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STRAND / TOPIC

Research

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Collect information from multiple sources, using search terms effectively.
INDICATOR	C.	Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.
INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
INDICATOR	F.	Give credit for information quoted or paraphrased using standard citations (e.g., author, article, title, webpage, and publication date).

Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.

INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Reading Literary Text	
STANDARD / STRAND	7.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	7.RL.1.	Key Ideas and Plot Details
INDICATOR	B.	Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development.
INDICATOR	C.	Explain how static and dynamic characters and the roles of protagonist and antagonist influence plot events.
STRAND / TOPIC	Reading Literary Text	
STANDARD / STRAND	7.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	7.RL.3.	Integration of Concepts
INDICATOR	A.	Explain how particular elements of stories or dramas interact including how settings shape and influence characters and plot.
STRAND / TOPIC	Writing	
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
STRAND / TOPIC	Writing	
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.

PROGRESS INDICATOR	iii.	Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.

STRAND / TOPIC

Research

STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Collect, organize, and synthesize information from multiple sources using various notetaking formats.
INDICATOR	D.	Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.
INDICATOR	F.	Give credit for information quoted or paraphrased, using standard citations (e.g., author, article title and webpage, and publication date).

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.
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INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
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PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC **Language Usage**

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC **Language Usage**

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
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PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
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**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:

PROGRESS
INDICATOR

iii.

Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.

**STRAND /
TOPIC****Research**

STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information

INDICATOR

B.

Collect, organize, and synthesize information from multiple sources using various notetaking formats.

INDICATOR

F.

Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 279-284

Virginia Standards of Learning**Language Arts****Grade 6 - Adopted: 2024****STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR /
STANDARD

C.

When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis

INDICATOR

H.

Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	6.RL.1.	Key Ideas and Plot Details

INDICATOR	A.	Summarize texts, including determining the central theme of stories, plays, or poems, and how they are conveyed through specific details.
INDICATOR	B.	Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution.
INDICATOR	C.	Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot.
INDICATOR	D.	Explain how static and dynamic characters impact the plot.
INDICATOR	E.	Explain the role of the protagonist and antagonist on plot events.

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	6.RL.2.	Craft and Style

INDICATOR	B.	Explain elements of author's style as purposeful choices (e.g., imagery, figurative language, and word choice) to develop tone.
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STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	6.RL.3.	Integration of Concepts

INDICATOR	A.	Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
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**STRAND /
TOPIC**

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar
INDICATOR	C.	Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
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PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:

PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
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STRAND / TOPIC

Research

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Collect information from multiple sources, using search terms effectively.
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INDICATOR	C.	Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.
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INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
INDICATOR	F.	Give credit for information quoted or paraphrased using standard citations (e.g., author, article, title, webpage, and publication date).

Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC Reading Literary Text

STANDARD / STRAND	7.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	7.RL.1.	Key Ideas and Plot Details

INDICATOR	A.	Describe stated or implied themes of texts and analyze their development throughout the texts using specific details.
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INDICATOR	B.	Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development.
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INDICATOR	C.	Explain how static and dynamic characters and the roles of protagonist and antagonist influence plot events.
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STRAND / TOPIC Reading Literary Text

STANDARD / STRAND	7.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
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INDICATOR / STANDARD	7.RL.2.	Craft and Style
INDICATOR	B.	Analyze how the elements of an author's style (e.g., word choice, sentence structure, dialogue, figurative language, imagery) are used to influence and develop tone.
STRAND / TOPIC	Reading Literary Text	
STANDARD / STRAND	7.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	7.RL.3.	Integration of Concepts
INDICATOR	A.	Explain how particular elements of stories or dramas interact including how settings shape and influence characters and plot.
STRAND / TOPIC	Writing	
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
STRAND / TOPIC	Writing	
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
PROGRESS INDICATOR	iii.	Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.
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**STRAND /
TOPIC** **Research**

STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Collect, organize, and synthesize information from multiple sources using various notetaking formats.
INDICATOR	D.	Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.
INDICATOR	F.	Give credit for information quoted or paraphrased, using standard citations (e.g., author, article title and webpage, and publication date).

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC Reading Literary Text

STANDARD / STRAND	8.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	8.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Analyze and explain the development of theme(s) over the course of texts and their relationship to the characters, settings, plots, and overall messages.

STRAND / TOPIC Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
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STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
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PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
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PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
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**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:

PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
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**STRAND /
TOPIC****Research**

STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Collect, organize, and synthesize information from multiple sources using various notetaking formats.
INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 285-295

Virginia Standards of Learning

Language Arts

Grade 6 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	6.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).
STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	6.RV.	The student will systematically build vocabulary and word knowledge based on grade six content and texts.
INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
INDICATOR	B.	Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Reading Literary Text
STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.

INDICATOR / STANDARD	6.RL.1.	Key Ideas and Plot Details
INDICATOR	B.	Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution.
INDICATOR	C.	Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot.
INDICATOR	D.	Explain how static and dynamic characters impact the plot.
INDICATOR	E.	Explain the role of the protagonist and antagonist on plot events.
STRAND / TOPIC	Reading Literary Text	
STANDARD / STRAND	6.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	6.RL.3.	Integration of Concepts
INDICATOR	A.	Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.
STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
STRAND / TOPIC	Writing	
STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that focuses the topic and introduces the piece clearly.
PROGRESS INDICATOR	ii.	Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
PROGRESS INDICATOR	iii.	Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.

PROGRESS INDICATOR	iv.	Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
PROGRESS INDICATOR	v.	Selecting vocabulary and information to enhance the central idea, tone, and voice.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	6.W.	The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.
INDICATOR / STANDARD	6.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.1.	Grammar

INDICATOR C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	6.LU.	The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	6.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
PROGRESS INDICATOR	ii.	Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
PROGRESS INDICATOR	v.	Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	6.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or present an opinion. This includes:

PROGRESS INDICATOR	iv.	Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
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STRAND / TOPIC **Research**

STANDARD / STRAND	6.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Collect information from multiple sources, using search terms effectively.
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INDICATOR	C.	Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.
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INDICATOR	D.	Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
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INDICATOR	F.	Give credit for information quoted or paraphrased using standard citations (e.g., author, article, title, webpage, and publication date).
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Virginia Standards of Learning

Language Arts

Grade 7 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	7.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	7.RV.	The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
INDICATOR / STANDARD	7.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.
INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	7.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
INDICATOR / STANDARD	7.RL.1.	Key Ideas and Plot Details
INDICATOR	B.	Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development.
INDICATOR	C.	Explain how static and dynamic characters and the roles of protagonist and antagonist influence plot events.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	7.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
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INDICATOR / STANDARD	7.RL.3.	Integration of Concepts
INDICATOR	A.	Explain how particular elements of stories or dramas interact including how settings shape and influence characters and plot.
STRAND / TOPIC		Writing
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
STRAND / TOPIC		Writing
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
PROGRESS INDICATOR	iii.	Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
PROGRESS INDICATOR	iv.	Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	7.W.	The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.
INDICATOR / STANDARD	7.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.1.	Grammar

INDICATOR C. Use specific adjectives and adverbs to enhance speech and writing.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	7.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	7.LU.2.	Mechanics

INDICATOR A. Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	7.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	7.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.

PROGRESS INDICATOR ii. Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.

PROGRESS INDICATOR v. Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.

STRAND / TOPIC **Research**

STANDARD / STRAND	7.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	7.R.1.	Evaluation and Synthesis of Information

INDICATOR B. Collect, organize, and synthesize information from multiple sources using various notetaking formats.

INDICATOR D. Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.

INDICATOR	F.	Give credit for information quoted or paraphrased, using standard citations (e.g., author, article title and webpage, and publication date).
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Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.
INDICATOR	B.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.
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**STRAND /
TOPIC**

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	ii.	Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
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PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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**STRAND /
TOPIC**

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	8.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
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PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:

PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
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STRAND / TOPIC

Research

STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Collect, organize, and synthesize information from multiple sources using various notetaking formats.
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INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.
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