

Main Criteria: Wonders of Science Writing Lessons

Secondary Criteria: Virginia Standards of Learning

Subject: Language Arts

Grades: 6, 7, 8

Wonders of Science 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.

**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	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.
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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.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 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	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

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.

Lesson 02: Unit 2 Writing from Notes, p. 17-26

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

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	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

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.

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.
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 / 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).

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.
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INDICATOR / STANDARD	6.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 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
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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.
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INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
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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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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

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.
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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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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.
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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.
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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.
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INDICATOR / STANDARD	8.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	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.

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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

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	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.
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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	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	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.

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.

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	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.
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INDICATOR / STANDARD	6.RV.1.	Vocabulary Development and Word Analysis
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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.
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INDICATOR / STANDARD	6.RL.1.	Key Ideas and Plot Details
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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.

**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.
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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.

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.
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.
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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.
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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.3.	Integration of Concepts
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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.
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INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing
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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.
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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	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.
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

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.
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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.
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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.
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INDICATOR / STANDARD	8.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	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

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	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.
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 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	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	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).
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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	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 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.
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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.

**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.

**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).
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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	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		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.
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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.
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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.
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INDICATOR / STANDARD	8.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	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**

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.
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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 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	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	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.
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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:
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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	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.
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.
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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.
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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.
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INDICATOR / STANDARD	8.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	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**

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.
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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	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.
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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 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	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	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.
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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:
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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).
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.
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	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	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.
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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.
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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.
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INDICATOR / STANDARD	8.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	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**

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.
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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.

**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 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	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	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).

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	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	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	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.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.
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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.
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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.
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INDICATOR / STANDARD	8.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	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

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	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	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

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

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 10: Unit 4 Summarizing a Reference, p. 89-96

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.
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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:

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.
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	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	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.
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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
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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.
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INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
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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).
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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	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.
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INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing
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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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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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**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	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.

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 11: Unit 4 Summarizing a Reference, p. 97-106

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

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 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	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	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).
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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	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).
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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	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.

**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	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.

**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.
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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.
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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.
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INDICATOR / STANDARD	8.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	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.

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.2.	Mechanics
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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.
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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.

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.
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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.

**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 12: Unit 4 Summarizing a Reference, p. 107-119

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.
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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.
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	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	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.
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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
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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.
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INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
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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).
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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	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).
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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	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.

**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	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.

**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.
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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.
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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.
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INDICATOR / STANDARD	8.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	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.

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.2.	Mechanics
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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.
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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.

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.
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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.

**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 13: Unit 5 Writing from Pictures, p. 119-128

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.1.	Key Ideas and Confirming Details

INDICATOR	B.	Describe how a key individual, event or idea is introduced, illustrated, and elaborated in historical, scientific or technical texts (e.g., through examples or anecdotes).
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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.
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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).

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	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	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	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.
INDICATOR	B.	Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made and how they are introduced and developed.

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.
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INDICATOR / STANDARD	7.RI.3.	Integration of Concepts
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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.
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INDICATOR / STANDARD	7.W.1.	Modes and Purposes for Writing
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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.

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.
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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.

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 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.

STRAND / TOPIC Research

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 14: Unit 5 Writing from Pictures, p. 129-138

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 **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.1.	Key Ideas and Confirming Details

INDICATOR	B.	Describe how a key individual, event or idea is introduced, illustrated, and elaborated in historical, scientific or technical texts (e.g., through examples or anecdotes).
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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:
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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.
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 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	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 **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 B. Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made and how they are introduced and developed.

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 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	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	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

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.1.	Key Ideas and Confirming Details
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INDICATOR	B.	Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made, how they are introduced and developed, and the connections drawn between them.
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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	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.
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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.
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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.
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INDICATOR / STANDARD	8.W.3.	Usage and Mechanics
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INDICATOR	B.	Describe how a key individual, event or idea is introduced, illustrated, and elaborated in historical, scientific or technical texts (e.g., through examples or anecdotes).
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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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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		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	B.	Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made and how they are introduced and developed.

**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:
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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.

**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.

**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).
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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).
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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 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.1.	Key Ideas and Confirming Details
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INDICATOR	B.	Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made, how they are introduced and developed, and the connections drawn between them.
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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	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.
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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.
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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.
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INDICATOR / STANDARD	8.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	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

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.
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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

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

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.
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INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
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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).

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 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	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	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	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	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.
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.

**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.
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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.

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.2.	Mechanics
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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.
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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.

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.
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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.

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. 157-172

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.
INDICATOR	B.	Compare and contrast one author's presentation of ideas or events with another's identifying where the texts agree or disagree.

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 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	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	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.

INDICATOR	B.	Compare and contrast how two or more authors writing about the same topic shape their presentations or viewpoints of key information by emphasizing different facts, opinions, and reasoning.
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.
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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	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	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	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	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.

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	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 18: Unit 6 Summarizing Multiple References, p. 173-182

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.
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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
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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	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.
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INDICATOR / STANDARD	6.W.3.	Usage and Mechanics
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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.

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.2.	Mechanics
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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	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
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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.

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.
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INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
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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.

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

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 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.

**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	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).

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.

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).
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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.
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 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	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.
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).

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	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.

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.
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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	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.
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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.
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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.
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INDICATOR / STANDARD	8.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	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**

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.
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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.

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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		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	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.

**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 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	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

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.

Lesson 21: Unit 7 Inventive Writing, p. 203-212

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

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	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

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.

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.

**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.

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).

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.
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INDICATOR / STANDARD	6.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 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
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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.
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INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
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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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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

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.
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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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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.
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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.
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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.
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INDICATOR / STANDARD	8.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	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.

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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

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.
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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
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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.
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INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
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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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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	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	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.

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.

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.
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INDICATOR / STANDARD	6.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	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.1.	Modes and Purposes for Writing
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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.
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INDICATOR / STANDARD	6.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	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.
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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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).

**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).

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.

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 25: Unit 8 Formal Essay Models, p. 241-252

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 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).

**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.

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.
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INDICATOR / STANDARD	7.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 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.
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INDICATOR / STANDARD	7.RI.2.	Craft and Style
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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.
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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.1.	Modes and Purposes for Writing
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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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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
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.

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	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.
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
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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.

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.

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.
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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).

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.

**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.
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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	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	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:
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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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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.
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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.

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.2.	Mechanics
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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.
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INDICATOR / STANDARD	6.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 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.

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.
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INDICATOR / STANDARD	6.C.2.	Speaking and Presentation of Ideas
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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.

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.
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INDICATOR / STANDARD	6.R.1.	Evaluation and Synthesis of Information
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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.
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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	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).

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.
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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.
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.
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. 269-274

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****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.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).

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.
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	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.
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.
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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

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 29: Unit 9 Formal Critique and Response to Literature, p. 275-284

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	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.
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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.
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****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	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.

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 30: Unit 9 Formal Critique and Response to Literature, p. 285-291

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

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.
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**

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 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.
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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.1.	Modes and Purposes for Writing
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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.
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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.
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	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.
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.
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.