

Virginia Standards of Learning

This chart correlates the Virginia Standards of Learning to the lessons of **Reading Express, Level F.**

Standard	Chapter(s)
<p>6.3.4 Essential Understandings: All students recognize that many words have multiple meanings and that context and dictionaries are both supportive in determining which meaning is most appropriate.</p>	<p>Lesson 3: Context Clues (p. 6) Lesson 8: Dictionary (p. 16)</p>
<p>6.3.8 Essential Knowledge, Skills, and Processes: Students are expected to recognize relationships common to analogy construction; synonyms - small: little; antonyms - up: down; object/action - ear: hear; source/product - tree: lumber; part/whole - paw: dog; animal/habitat - bee: hive.</p>	<p>Lesson 4: Synonyms and Antonyms (p. 8)</p>
<p>6.3.9 Essential Knowledge, Skills, and Processes: Students are expected to use context clues to determine meanings of unfamiliar words in text, such as; examples; restatements; contrast.</p>	<p>Lesson 3: Context Clues (p. 6)</p>
<p>6.3.10 Essential Knowledge, Skills, and Processes: Students are expected to identify figurative language in text, including; simile - figures of speech that use the words like or as to make comparisons; hyperbole - intentionally exaggerated figures of speech.</p>	<p>Lesson 39: Similes and Metaphors (p. 78)</p>
<p>6.3.11 Essential Knowledge, Skills, and Processes: Students are expected to use word reference materials, including; dictionaries; thesauruses; glossaries; online sources.</p>	<p>Lesson 8: Dictionary (p. 16) Lesson 9: Thesaurus (p. 18) Lesson 16: Table of Contents, Index, and Glossary (p. 32)</p>
<p>6.4.3 Essential Understandings: All students understand that fiction includes a variety of genres, including short story, novel, folk literature, and drama.</p>	<p>Lesson 51: Drama (p. 102)</p>
<p>6.4.4 Essential Understandings: All students understand that narrative nonfiction includes biography, autobiography, and personal essay.</p>	<p>Lesson 50: Autobiographies and Biographies (p. 100)</p>
<p>6.4.5 Essential Understandings: All students understand that poetry can be rhymed, unrhymed, and/or patterned.</p>	<p>Lesson 52: Poetry (p. 104)</p>
<p>6.4.6 Essential Understandings: All students differentiate between narrative and poetic forms.</p>	<p>Lesson 52: Poetry (p. 104)</p>
<p>6.4.8 Essential Understandings: All students recognize an author's craft as the purposeful choice of vocabulary, sentence formation, voice, and tone.</p>	<p>Lesson 23: Author's Purpose (p. 46)</p>
<p>6.4.9 Essential Understandings: All students recognize an author's theme(s).</p>	<p>Lesson 35: Theme (p. 70)</p>

Standard	Chapter(s)
<p>6.4.10 Essential Understandings: All students recognize poetic forms, including: haiku - a 17-syllable, delicate, unrhymed Japanese verse, usually about nature; limerick - a 5-line, rhymed, rhythmic verse, usually humorous; ballad - a songlike narrative poem, usually featuring rhyme, rhythm, and refrain; free verse - poetry with neither regular meter nor rhyme scheme.</p>	<p>Lesson 52: Poetry (p. 104)</p>
<p>6.4.11 Essential Knowledge, Skills, and Processes: Students are expected to understand setting as time, place, and duration in a story.</p>	<p>Lesson 34: Setting (p. 68)</p>
<p>6.4.12 Essential Knowledge, Skills, and Processes: Students are expected to understand plot as: the development of the central conflict and resolution; the sequence of events in the story; the writer's map for what happens, how it happens, to whom it happens, and when it happens.</p>	<p>Lesson 32: Plot (p. 64)</p>
<p>6.4.13 Essential Knowledge, Skills, and Processes: Students are expected to understand that character traits are revealed by: what a character says; what a character thinks; what a character does; how other characters respond to the character.</p>	<p>Lesson 33: Character (p. 66)</p>
<p>6.4.14 Essential Knowledge, Skills, and Processes: Students are expected to understand internal and external conflicts in stories, including: internal conflicts within characters; external conflicts between characters; changes in characters as a result of conflicts and resolutions in the plot.</p>	<p>Lesson 33: Character (p. 66)</p>
<p>6.4.16 Essential Knowledge, Skills, and Processes: Students are expected to recognize and author's use of: simile - figures of speech that use the words like or as to make comparisons; hyperbole - intentionally exaggerated figures of speech.</p>	<p>Lesson 39: Similes and Metaphors (p. 78)</p>
<p>6.4.17 Essential Knowledge, Skills, and Processes: Students are expected to recognize poetic elements in prose and poetry, including: rhyme - recurring identical or similar final word sounds within or at the ends of lines of verse, e.g., farm/harm; rhythm - the recurring pattern of strong and weak syllabic stresses; repetition - repeated use of sounds, words, or ideas for effect and emphasis; alliteration - repetition of initial sounds, e.g., picked a peck of pickled peppers; onomatopoeia - the use of a word whose sound suggests its meaning, e.g., buzz.</p>	<p>Lesson 41: Personification and Alliteration (p. 82)</p>

Standard	Chapter(s)
<p>6.4.19 Essential Knowledge, Skills, and Processes: Students are expected to use graphic organizers, such as flow charts or story maps, to record plot elements that illustrate cause-and-effect relationships and plot development.</p>	<p>Lesson 12: Maps (p. 24) Lesson 19: Cause and Effect (p. 38) Lesson 32: Plot (p. 64)</p>
<p>6.4.20 Essential Knowledge, Skills, and Processes: Students are expected to use graphic organizers, such as two-column notes and Venn diagrams, to record changes in characters as a result of incidents in the plot.</p>	<p>Lesson 32: Plot (p. 64) Lesson 33: Character (p. 66)</p>
<p>6.4.21 Essential Knowledge, Skills, and Processes: Students are expected to use graphic organizers, such as 'It says...I say,' to record clues in the text and inferences or conclusions made by the reader as a result of those clues.</p>	<p>Lesson 26: Inferences and Conclusions (p. 52)</p>
<p>6.5.2 Essential Understandings: All students be strategic before, during, and after reading.</p>	<p>Lesson 53: Previewing (p. 106)</p>
<p>6.5.3 Essential Understandings: All students recognize an author's patterns of organization.</p>	<p>Lesson 20: Sequential and Chronological Order (p. 40) Lesson 21: Problem and Solution (p. 42) Lesson 22: Question and Answer (p. 44)</p>
<p>6.5.6 Essential Understandings: All students read beyond the printed text to understand the message stated or implied by an author.</p>	<p>Lesson 26: Inferences and Conclusions (p. 52)</p>
<p>6.5.7 Essential Understandings: All students select appropriate sources of information based on the purpose for reading.</p>	<p>Lesson 24: Reader's Purpose (p. 48)</p>
<p>6.5.8 Essential Understandings: All students use a variety of strategies, including context, structural analysis, and reference sources, for determining the meaning of unfamiliar and technical vocabulary.</p>	<p>Lesson 8: Dictionary (p. 16)</p>
<p>6.5.10 Essential Knowledge, Skills, and Processes: Students are expected to activate prior knowledge before reading by use of: small-group or whole-class discussion; anticipation guides; preview of key vocabulary.</p>	<p>Lesson 53: Previewing (p. 106)</p>
<p>6.5.11 Essential Knowledge, Skills, and Processes: Students are expected to pose questions prior to and during the reading process based on text features such as: boldface and/or italics type; type set in color; vocabulary; graphics or photographs; headings and subheadings.</p>	<p>Lesson 17: Headings and Subheadings (p. 34) Lesson 54: Self-Questioning (p. 108)</p>
<p>6.5.12 Essential Knowledge, Skills, and Processes: Students are expected to predict and then read to validate or revise the prediction(s).</p>	<p>Lesson 27: Predictions (p. 54)</p>

Standard	Chapter(s)
<p>6.5.14 Essential Knowledge, Skills, and Processes: Students are expected to comprehend, record, and remember details and/or facts in order to arrive at a conclusion or generalization.</p>	<p>Lesson 26: Inferences and Conclusions (p. 52)</p>
<p>6.5.15 Essential Knowledge, Skills, and Processes: Students are expected to recognize common patterns of organizing text: chronological or sequential; comparison/contrast; cause-and-effect; problem-solution; generalization or principle.</p>	<p>Lesson 20: Sequential and Chronological Order (p. 40) Lesson 21: Problem and Solution (p. 42) Lesson 22: Question and Answer (p. 44)</p>
<p>6.5.16 Essential Knowledge, Skills, and Processes: Students are expected to use graphic organizers to show similarities and differences in the information found in several sources about the same topic.</p>	<p>Lesson 18: Compare and Contrast (p. 36)</p>
<p>6.5.17 Essential Knowledge, Skills, and Processes: Students are expected to use strategies and rules for summarizing, such as the following: delete trivia and redundancy; substitute a general term for a list; find or create a main idea statement.</p>	<p>Lesson 25: Main Idea and Supporting Details (p. 50) Lesson 57: Summarizing (p. 114)</p>
<p>6.5.18 Essential Knowledge, Skills, and Processes: Students are expected to understand and use the references available in the classroom, school, and public libraries, including: general and specialized dictionaries; thesauruses; atlases and globes; general and specialized encyclopedias; directories; general and specialized (or subject-specific) databases; Internet resources, as appropriate for school use.</p>	<p>Lesson 8: Dictionary (p. 16) Lesson 9: Thesaurus (p. 18) Lesson 12: Maps (p. 24)</p>
<p>6.7.4 Essential Understandings: All students use reference sources to differentiate among homophones and easily confused words, e.g., a lot/allot, effect/affect, bored/board.</p>	<p>Lesson 5: Homophones (p. 10) Lesson 7: Multiple-Meaning Words (p. 14)</p>