

Virginia Standards of Learning

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

Standard	Chapter(s)
7.3.4 All students notice use of persuasive language and connotations to convey viewpoint.	Lesson 4: Connotation and Denotation
7.4.3 All students recognize relationships used to create analogies.	Lesson 8: Analogies
7.4.4 All students recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning.	Lesson 4: Connotation and Denotation
7.4.5 All students recognize that figurative language and analogy enrich text.	Lesson 8: Analogies
7.4.7 Students are expected to recognize and apply relationships common to analogy construction: purpose - chair: sit; cause/effect - sun: burn; sequence - day: week; characteristic - snow: cold; product - tree: lumber; degree - warm: hot.	Lesson 8: Analogies
7.4.8 Students are expected to recognize that synonyms may have connotations, e.g., elderly and mature; youthful and juvenile.	Lesson 4: Connotation and Denotation
7.4.9 Students are expected to recognize, understand, and use figures of speech, including: simile - figure of speech that uses the words like or as to make comparisons; personification - figure of speech that applies human characteristics to non-human objects; hyperbole - intentionally exaggerated figure of speech.	Lesson 39: Similes and Metaphors Lesson 41: Personification and Alliteration
7.5.1 All students recognize that authors make choices to create stories.	Lesson 22: Author's Purpose
7.5.3 All students make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge.	Lesson 25: Inferences and Conclusions
7.5.4 All students use strategies and graphic organizers to summarize and analyze text.	Lesson 27: Reading Critically Lesson 56: Summarizing Lesson 57: Evaluating

Standard	Chapter(s)
<p>7.5.5 All students identify 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; couplet - a pair of rhyming lines; quatrain - a stanza containing four lines.</p>	<p>Lesson 50: Poetry</p>
<p>7.5.8 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 25: Inferences and Conclusions</p>
<p>7.5.9 Students are expected to understand characterization as the way an author presents a character and reveals character traits 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>
<p>7.5.10 Students are expected to understand an author's choice and use of literary devices, including: foreshadowing - the use of clues to hint at coming events in a story; irony - the contrast between expectation and reality; between what is said and what is meant; between what appears to be true and what really is true.</p>	<p>Lesson 44: Flashback and Foreshadowing</p>
<p>7.5.12 Students are expected to use strategies for summarizing, such as: story maps; Somebody...Wanted...But...So.</p>	<p>Lesson 56: Summarizing</p>
<p>7.5.13 Students are expected to recognize an author's choice of poetic devices, including: rhyme - recurring identical or similar final word sounds within or at the ends of lines of verse; rhythm - the recurring pattern of strong and weak syllabic stresses; meter - a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm; 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; assonance - repetition of vowel sounds, e.g., mad hatter; consonance - repetition of final consonant sounds, e.g., east/west; onomatopoeia - the use of a word whose sound suggests its meaning, e.g., clatter.</p>	<p>Lesson 50: Poetry</p>
<p>7.6.2 All students make predictions prior to and during the reading process.</p>	<p>Lesson 26: Predictions</p>
<p>7.6.5 All students recognize an author's purpose: to entertain; to inform; to persuade.</p>	<p>Lesson 22: Author's Purpose</p>

Standard	Chapter(s)
<p>7.6.6 All students notice use of connotations and persuasive language to convey viewpoint.</p>	<p>Lesson 4: Connotation and Denotation Lesson 22: Author's Purpose Lesson 30: Propoganda</p>
<p>7.6.8 All students distinguish between a fact, which can be verified, and an opinion, which cannot.</p>	<p>Lesson 28: Fact and Opinion</p>
<p>7.6.9 Students are expected to recognize internal text structures to enhance comprehension, including: cause-and-effect; comparison/contrast; enumeration or listing; sequential or chronological; concept/definition; generalization; process.</p>	<p>Lesson 19: Sequential and Chronological Order Lesson 20: Problem and Solution Lesson 21: Question and Answer</p>
<p>7.6.10 Students are expected to recognize the words and phrases authors use to signal organizational patterns, including: as a result of, consequently for cause-and-effect; similarly, on the other hand for comparison/contrast; first, three for enumeration or listing; today, meanwhile for sequential or chronological; refers to, thus for concept/definition; always, in fact for generalization; begins with, in order to for process.</p>	<p>Lesson 19: Sequential and Chronological Order Lesson 20: Problem and Solution Lesson 21: Question and Answer</p>
<p>7.8.6 All students recognize terms illustrative of tone, such as: serious; sarcastic; objective; enthusiastic; solemn; humorous; hostile; personal; impersonal.</p>	<p>Lesson 36: Mood and Tone</p>