

Virginia Standards of Learning

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

Standard	Chapter(s)
8.3.1 Essential Understandings: All students understand the relationship between causes and effects.	Lesson 20: Cause and Effect
8.3.2 Essential Understandings: All students understand that a cause may have multiple effects.	Lesson 20: Cause and Effect
8.3.3 Essential Understandings: All students understand that an effect may have multiple causes.	Lesson 20: Cause and Effect
8.4.3 Essential Understandings: 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
8.4.4 Essential Understandings: All students recognize that figurative language and analogy enrich text.	Lesson 8: Analogies
8.4.6 Essential Knowledge, Skills, and Processes: Students are expected to apply and analyze relationships common to analogy construction: type or example - cinnamon: spice; characteristics - glass: breakable; association - bow: arrow; operator - car: driver; degree - pleased: ecstatic; mathematical - three: six; number - louse: lice.	Lesson 8: Analogies
8.4.7 Essential Knowledge, Skills, and Processes: Students are expected to use both context and reference skills independently to determine the nuances and connotations of words.	Lesson 3: Context Clues Lesson 4: Connotation and Denotation
8.4.8 Essential Knowledge, Skills, and Processes: Students are expected to understand, evaluate, and use figurative language, including: simile - figure of speech that uses the words like or as to make comparisons; metaphor - figure of speech that implies comparisons; personification - figure of speech that applies human characteristics to non-human objects; hyperbole - intentionally exaggerated figure of speech.	Lesson 42: Similes and Metaphors
8.5.1 Essential Understandings: All students analyze an author's craft and style.	Lesson 30: Reading Critically
8.5.2 Essential Understandings: All students compare and contrast the characteristics of literary forms including: novel; short story; biography; essay; speech; poetry.	Lesson 19: Compare and Contrast

Standard	Chapter(s)
<p>8.5.3 Essential Understandings: All students understand characterization as the way that an author presents a character and reveals character traits.</p>	<p>Lesson 36: Character</p>
<p>8.5.4 Essential Understandings: All students analyze poetic devices in prose and poetry, including: word choice; figurative language; symbolism; imagery; rhyme; rhythm; repetition; sound elements; pun; oxymoron.</p>	<p>Lesson 52: Poetry</p>
<p>8.5.5 Essential Understandings: All students define an author's tone, including: serious; solemn; sarcastic; objective; enthusiastic; humorous; hostile; disapproving; personal; impersonal.</p>	<p>Lesson 39: Mood and Tone</p>
<p>8.5.6 Essential Understandings: 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 52: Poetry</p>
<p>8.5.7 Essential Understandings: All students make inferences, draw conclusions, and point to an author's implications in the text.</p>	<p>Lesson 28: Inferences and Conclusions</p>
<p>8.5.10 Essential Knowledge, Skills, and Processes: Students are expected to differentiate among points of view in stories, including: first person; third person limited to a character or narrator; third person omniscient.</p>	<p>Lesson 40: Point of View and Voice</p>
<p>8.5.11 Essential Knowledge, Skills, and Processes: Students are expected to understand an author's use of literary devices, including: foreshadowing - the giving of clues to hint at coming events in a story; irony - the implication, through plot or character, that the actual situation is quite different from that presented; flashback - a return to an earlier time in the course of a narrative to introduce prior information; symbolism - the use of concrete and recognizable things to represent ideas.</p>	<p>Lesson 44: Irony Lesson 45: Symbolism Lesson 47: Flashback and Foreshadowing</p>

Standard	Chapter(s)
<p>8.5.12 Essential Knowledge, Skills, and Processes: Students are expected to compare and contrast an author's choice of sound elements in prose and poetry, 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. buzz.</p>	<p>Lesson 52: Poetry</p>
<p>8.6.2 Essential Understandings: All students make predictions prior to and during the reading process.</p>	<p>Lesson 29: Predictions</p>
<p>8.6.3 Essential Understandings: All students recognize an author's viewpoint and use of persuasive language.</p>	<p>Lesson 25: Author's Purpose Lesson 33: Propoganda</p>
<p>8.6.4 Essential Understandings: All students read and analyze writing critically.</p>	<p>Lesson 30: Reading Critically Lesson 60: Evaluating</p>
<p>8.6.5 Essential Understandings: All students choose graphic organizers based on the internal text structure most prevalent in the text.</p>	<p>Lesson 19: Compare and Contrast Lesson 20: Cause and Effect Lesson 21: Sequential and Chronological Order Lesson 22: Problem and Solution Lesson 23: Question and Answer Lesson 24: Proposition and Support</p>
<p>8.6.6 Essential Understandings: All students use graphic organizers and/or rules to analyze and summarize text.</p>	<p>Lesson 19: Compare and Contrast Lesson 20: Cause and Effect Lesson 21: Sequential and Chronological Order Lesson 22: Problem and Solution Lesson 23: Question and Answer Lesson 24: Proposition and Support</p>
<p>8.6.7 Essential Understandings: All students read several texts on a similar topic and synthesize what is read in writing to be presented orally.</p>	<p>Lesson 30: Reading Critically Lesson 60: Evaluating</p>
<p>8.6.9 Essential Understandings: All students recognize an author's use of connotations, persuasive language, and craftsmanship to convey viewpoint.</p>	<p>Lesson 4: Connotation and Denotation Lesson 33: Propoganda</p>

Standard	Chapter(s)
<p>8.6.11 Essential Knowledge, Skills, and Processes: Students are expected to analyze and record information, using internal text structures, including: cause-and-effect; comparison/contrast; enumeration or listing; sequential or chronological; concept/definition; generalization; process.</p>	<p>Lesson 19: Compare and Contrast Lesson 20: Cause and Effect Lesson 21: Sequential and Chronological Order Lesson 22: Problem and Solution Lesson 23: Question and Answer Lesson 24: Proposition and Support Lesson 30: Reading Critically Lesson 60: Evaluating</p>
<p>8.6.12 Essential Knowledge, Skills, and Processes: Students are expected to use rules and strategies 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 59: Summarizing</p>
<p>8.6.14 Essential Knowledge, Skills, and Processes: Students are expected to use external text structures such as the following to enhance comprehension and note taking: boldface and/or italics type; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; footnotes and annotations.</p>	<p>Lesson 19: Compare and Contrast Lesson 20: Cause and Effect Lesson 21: Sequential and Chronological Order Lesson 22: Problem and Solution Lesson 23: Question and Answer Lesson 24: Proposition and Support</p>
<p>8.6.16 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 28: Inferences and Conclusions</p>
<p>8.7.7 Essential Understandings: All students recognize and apply terms illustrative of tone, such as: serious; sarcastic; objective; enthusiastic; solemn; humorous; hostile; personal; impersonal.</p>	<p>Lesson 39: Mood and Tone</p>