Reading Virginia Essentialized Standards of Learning (VESOL) Crosswalk

How to Use this Document

This document contains two different reading Virginia Essentialized Standards of Learning crosswalks for each applicable grade level. The first crosswalk lists correlations to retired Virginia Aligned Standards of Learning (ASOL) and ASOL sample activities so that special educators can see linkages between the VESOL and previously taught ASOL content and activities. The second crosswalk lists VESOL correlations to associated Virginia Standards of Learning (SOL) and Applied Studies Curriculum Map competencies so that special educators can readily access curriculum frameworks and resources for instruction.

The Table of Contents (TOC) includes all sections of the document and is organized by crosswalk and grade levels. **Educators can use the hyperlinks in the TOC to bypass unrelated sections and navigate directly to the sections of the document most relevant to them**.

The intent of the crosswalks is to provide a resource that will enhance collaboration between special and general educators and link teachers to multiple resources to support effective VESOL instruction.

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Reading Crosswalks

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-3 1	Understand the meaning of words in passages that are read to the student or that the student reads.	3E-RW 5	a) recognize 10 or more written words; b) apply letter-sound skills in decoding consonant sounds of familiar one-syllable words; in context, demonstrate basic knowledge of letter-sound correspondences; c) recognize 40 or more written words; d) read text comprised of familiar words to support comprehension. Read familiar text with purpose and understanding.	About Me: My Feelings Book Building Words Echo Reading Fly Swatter Words High Frequency Words Identifying Main Ideas and Recognizing Written Words Sing Song Read Aloud Read to Cook	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-3 1	Understand the meaning of words in passages that are read to the student or that the student reads.	3E-RW 6	a) decode single-syllable words with common spelling patterns (consonant-vowel-consonant (CVC) or high-frequency rhymes; b) use context to determine missing words in familiar texts; c) consult print in the environment to support reading; d) demonstrate understanding of words that signal spatial and temporal relationships (e.g. behind, under, after, soon, next, later).	Fill in the Blank Picture Sequence	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-3 1	Understand the meaning of words in passages that are read to the student or that the student reads.	3E-RW 5	a) recognize 10 or more written words; b) apply letter-sound skills in decoding consonant sounds of familiar one-syllable words; in context, demonstrate basic knowledge of letter-sound correspondences; c) recognize 40 or more written words; d) read text comprised of familiar words to support comprehension. Read familiar text with purpose and understanding.	About Me: My Feelings Book Building Words Echo Reading Fly Swatter Words High Frequency Words Identifying Main Idea and Recognizing Written Words Read to Cook Read, Build and Write	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-3 1	Understand the meaning of words in passages that are read to the student or that the student reads.	3E-RW 6	a) decode single-syllable words with common spelling patterns (consonant-vowel-consonant (CVC) or high-frequency rhymes; b) use context to determine missing words in familiar texts; c) consult print int he environment to support reading; d) demonstrate understanding of words that signal spatial and temporal relationships (e.g. behind, under, after, soon, next, later)	Fill in the Blank Picture Sequence	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-3 2	Answer questions about a passage that is read to the student or that the student reads.	3E-CF 2	a) identify details in familiar stories; b) identify rhyming words or repeated phrases in a familiar story, poem, or song; c) identify purpose of a fictional text; d) answer questions to demonstrate understanding of fictional text; e) retell stories, including fables, folktales, and myths from diverse cultures including details from the text; f) identify the traits, motivations, or feelings of characters in a story; g) identify similarities in the settings of two stories by the same author; h) list a progression of a series of events in a fictional text.	Picture Sequence Echo Reading Bulletin Board Vocabulary Cards Word Hunter About Me: My Feelings Book Character Study Name That Feeling Paper Bag Story	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-3 2	Answer questions about a passage that is read to the student or that the student reads.	3E-CF 2	a) identify details in familiar stories; b) identify rhyming words or repeated phrases in a familiar story, poem, or song; c) identify purpose of a fictional text; d) answer questions to demonstrate understanding of fictional text; e) retell stories, including fables, folktales, and myths from diverse cultures including details from the text; f) identify the traits, motivations, or feelings of characters in a story; g) identify similarities in the settings of two stories by the same author; h) list a progression of a series of events in a fictional text.	Picture Sequence Echo Reading Bulletin Board Vocabulary Cards Word Hunter About Me: My Feelings Book Character Study Name That Feeling Paper Bag Story	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-3 3	Identify an event, idea, or step in a passage that is read to the student or that the student reads.	3E-CN 2	a) answer who and where questions to demonstrate understanding of details in a familiar nonfiction text; b) identify a detail of a nonfiction text; c) demonstrate an understanding of nonfiction text by connecting a visual element.	Animal Study Hide and Seek Picture Sequence What I Want to Be Word Hunter	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-3 3	Identify an event, idea, or step in a passage that is read to the student or that the student reads.	3E-CN 2	a) answer who and where questions to demonstrate understanding of details in a familiar nonfiction text; b) identify a detail of a nonfiction text; c) demonstrate an understanding of nonfiction text by connecting a visual element.	Animal Study Hide and Seek Picture Sequence What I Want to Be Word Hunter	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-3 4	Identify a character in a story that is read to the student or that the student reads.	3E-CF 2	a) identify details in familiar stories; b) identify rhyming words or repeated phrases in a familiar story, poem, or song; c) identify purpose of a fictional text; d) answer questions to demonstrate understanding of fictional text; e) retell stories, including fables, folktales, and myths from diverse cultures including details from the text; f) identify the traits, motivations, or feelings of characters in a story; g) identify similarities in the settings of two stories by the same author; h) list a progression of a series of events in a fictional text	Picture Sequence Echo Reading Bulletin Board Vocabulary Cards Word Hunter About Me: My Feelings Book Character Study Name That Feeling Paper Bag Story	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-3 5	Identify a setting of a story that is read to the student or that the student reads.	3C-CF 2	a) identify details in familiar stories; b) identify rhyming words or repeated phrases in a familiar story, poem, or song; c) identify purpose of a fictional text; d) answer questions to demonstrate understanding of fictional text; e) retell stories, including fables, folktales, and myths from diverse cultures including details from the text; f) identify the traits, motivations, or feelings of characters in a story; g) identify similarities in the settings of two stories by the same author; h) list a progression of a series of events in a fictional text.	None	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-3 6	Answer questions about the main idea of a nonfiction text that is read to the student or that the student reads.	3E-CN 2	a) answer who and where questions to demonstrate understanding of details in a familiar nonfiction text; b) identify a detail of a nonfiction text; c) demonstrate an understanding of nonfiction text by connecting a visual element.	Animal Study Hide and Seek Picture Sequence What I Want to Be Word Hunter	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of fiction texts and use word analysis strategies	R-3 7	Identify an event, idea, or step in a passage that is read to the student or that the student reads.	3E-CN 2	a) answer who and where questions to demonstrate understanding of details in a familiar nonfiction text; b) identify a detail of a nonfiction text; c) demonstrate an understanding of nonfiction text by connecting a visual element.	Animal Study Hide and Seek Picture Sequence What I Want to Be Word Hunter	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-3 8	Identify a beginning, middle, or end of a nonfiction text that is read to the student or that the student reads.	3E-CN 2	a) answer who and where questions to demonstrate understanding of details in a familiar nonfiction text; b) identify a detail of a nonfiction text; c) demonstrate an understanding of nonfiction text by connecting a visual element.	Animal Study Hide and Seek Picture Sequence What I Want to Be Word Hunter	ENG-COMP

3rd Grade Reading VESOL to SOL Crosswalk

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-3 1	Understand the meaning of words in passages that are read to the student or that the student reads.	3.3 b	The student will apply word-analysis skills when reading. b) Decode regular multisyllabic words.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-3 1	Understand the meaning of words in passages that are read to the student or that the student reads.	3.4 a-d, f, g	The student will expand vocabulary when reading. a) Use knowledge of homophones. b) Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words. c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words. d) Use context to clarify meaning of unfamiliar words. f) Use vocabulary from other content areas. g) Use word-reference resources including the glossary, dictionary, and thesaurus.	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-3 1	Understand the meaning of words in a passage that is read to the student or that the student reads.	3.3 b	The student will apply word-analysis skills when reading. b) Decode regular multisyllabic words.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-3 1	Understand the meaning of words in a passage that is read to the student or that the student reads.	3.4 a-d, f, g	The student will expand vocabulary when reading. a) Use knowledge of homophones. b) Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words. c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words. d) Use context to clarify meaning of unfamiliar words. f) Use vocabulary from other content areas. g) Use word-reference resources including the glossary, dictionary, and thesaurus.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-3 2	Answer questions about a passage that is read to the student or that the student reads.	3.5 c, g, h, j, l	The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry. c) Make, confirm, and revise predictions. g) Ask and answer questions about what is read. h) Draw conclusions using the text for support. j) Identify the theme. l) Differentiate between fiction and nonfiction.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-3 2	Answer questions about a passage that is read to the student or that the student reads.	3.5 c, g, h, j, l	The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry. c) Make, confirm, and revise predictions. g) Ask and answer questions about what is read. h) Draw conclusions using the text for support. j) Identify the theme. l)Differentiate between fiction and nonfiction.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-3 3	Identify an event, idea, or step in a passage read to the student or that the student reads.	3.6 d, e	The student will read and demonstrate comprehension of nonfiction texts. d) Ask and answer questions about what is read using the text for support. e) Draw conclusions using the text for support.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-3 3	Identify an event, idea, or step in a passage read to the student or that the student reads.	3.6 d, e	The student will read and demonstrate comprehension of nonfiction texts. d) Ask and answer questions about what is read using the text for support. e) Draw conclusions using the text for support.	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-3 4	Identify a character in a story read to the student or that the student reads.	3.5 d, f	The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry. d) Compare and contrast settings, characters, and plot events. f) Identify the narrator of a story.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-3 5	Identify a setting of a story read to the student or that the student reads.	3.5 d	3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry. d) Compare and contrast settings, characters, and plot events.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-3 6	Answer questions about the main idea of a nonfiction text that is read to the student or that the student reads.	3.6 a, g	3.6 The student will read and demonstrate comprehension of nonfiction texts. a) Identify the author's purpose. g) Identify the main idea.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-3 7	Identify an event, idea, or step in a passage that is read to the student or that the student reads.	3.5 d, e, i	3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry. d) Compare and contrast settings, characters, and plot events. e) Summarize plot events. i) Differentiate between fiction and nonfiction.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-3 8	Identify a beginning, middle, or end of a nonfiction text that is read to the student or that the student reads.	3.6 f, h	3.6 The student will read and demonstrate comprehension of nonfiction texts. f) Summarize information found in nonfiction texts. h) Identify supporting details.	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-4 1	Understand the meaning of words in passages that are read to the student or that the student reads.	4E-RW 1	a) apply letter-sound knowledge by using first letter plus context to identify unfamiliar words; b) decode single-syllable words with common spelling patterns (consonant-vowel-consonant (CVC) or high frequency rhymes); c) use newly acquired vocabulary drawn from reading and other content areas; d) demonstrate understanding of opposites.	Building Words Echo Reading Read to Cook Sing Song Read Aloud Fill in the Blank Read, Build and Write Activity Song Lyrics Vocabulary Cards About Me: My Feelings Book Hide and Seek	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-4 1	Understand the meaning of words in passages that are read to the student or that the student reads.	4E-RW 1	a) apply letter-sound knowledge by using first letter plus context to identify unfamiliar words; b) decode single-syllable words with common spelling patterns (consonant-vowel-consonant (CVC) or high frequency rhymes); c) use newly acquired vocabulary drawn from reading and other content areas; d) demonstrate understanding of opposites	Building Words Echo Reading Read to Cook Sing Song Read Aloud Fill in the Blank Read, Build and Write Song Lyrics Vocabulary Cards About Me: My Feelings Book Hide and Seek	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-4 2	Answer questions about a fiction passage that is read to the student or that the student reads.	4E-CF 1	a) use details from the text to retell what the text says, b) determine the main idea of a fictional text; c) use details from fictional text to describe a character in a story; d) make connection between fictional text and visual or oral presentations; e) determine meaning of words in context in fictional text.	Demonstrate Comprehension Picture Sequence Story Pyramid Identifying Main Ideas and Recognizing Written Words Song Lyrics Bulletin Board Character Study Character Traits Letter Writing Paper Bag Story Picture Sequence	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-4 3	Answer questions about a nonfiction text that is read to the student or that the student reads.	4E-CN1	a) use details from the nonfiction text to retell what the text says; b) determine main idea of a nonfiction text; c) identify the chronological structure of a text (first, then, next); d) interpret information presented visually and orally; e) identify the author's purpose.	Animal Study Picture Sequence Recipe Sequencing What I Want to Be Read to Cook Hide and Seek	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-4 4	Answer questions about the main idea of a nonfiction text that is read to the student or that the student reads.	4E-CN 1	a) use details from the nonfiction text to retell what the text says; b) determine main idea of a nonfiction text; c) identify the chronological structure of a text (first, then, next); d) interpret information presented visually and orally; e) identify the author's purpose.	Animal Study Picture Sequence Recipe Sequencing What I Want to Be Read to Cook Hide and Seek	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-4 5	Identify a character, setting, or event in a story that is read to the student or that the student reads.	4E-CF 1	a) use details from the text to retell what the text says, b) determine the main idea of a fictional text; c) use details from fictional text to describe a character in a story; d) make connection between fictional text and visual or oral presentations; e) determine meaning of words in context in fictional text.	Identifying Main Ideas and Recognizing Written Words Song Lyrics Story Pyramid Bulletin Board Character Study Character Traits Letter Writing Paper Bag Story Picture Sequence	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-4 6	Identify the narrator or a character in a story read to the student or that the student reads.	4E-CF 1	a) use details from the text to retell what the text says, b) determine the main idea of a fictional text; c) use details from fictional text to describe a character in a story; d) make connection between fictional text and visual or oral presentations; e) determine meaning of words in context in fictional text.	Identifying Main Ideas and Recognizing Written Words Song Lyrics Story Pyramid Bulletin Board Character Study Character Traits Letter Writing Paper Bag Story Picture Sequence	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-4 7	Identify meaning (an event, idea, or information) of a nonfiction text that is read to the student or that the student reads.	4E-CN 1	a) use details from the nonfiction text to retell what the text says; b) determine main idea of a nonfiction text; c) identify the chronological structure of a text (first, then, next); d) interpret information presented visually and orally; e) identify the author's purpose.	Animal Study Picture Sequence Recipe Sequencing What I Want to Be Read to Cook Hide and Seek	ENG-COMP

4th Grade Reading VESOL to SOL Crosswalk

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-4 1	Understand the meaning of words in passages that are read to the student or that the student reads.	4.4 a-d	The student will expand vocabulary when reading. a) Use context to clarify meanings of unfamiliar words. b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. c) Use word-reference materials. d) Use vocabulary from other content areas.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-4 1	Understand the meaning of words in passages that are read to the student or that the student reads.	4.4 a-d	The student will expand vocabulary when reading. a) Use context to clarify meanings of unfamiliar words. b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. c) Use word-reference materials. d) Use vocabulary from other content areas.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-4 2	Answer questions about a fiction passage that is read to the student or that the student reads.	4.5 b, d, g-j	The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry. b) Identify the theme(s). d) Identify genres. g) Identify sensory words. h) Draw conclusions/make inferences about text using the text as support. i) Compare/contrast details in literary and informational nonfiction texts. j) Identify cause and effect relationships.	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-4 3	Answer questions about nonfiction passage that is read to the student or that the student reads.	4.6 e-g	The student will read and demonstrate comprehension of nonfiction texts. e) Draw conclusions and make inferences using textual information as support. f) Distinguish between cause and effect. g) Distinguish between fact and opinion.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-4 4	Answer questions about the main idea of a nonfiction text that is read to the student or that the student reads.	4.6 b,c	The student will read and demonstrate comprehension of nonfiction texts. b) Explain the author's purpose. c) Identify the main idea.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-4 5	Identify a character, setting, or event in a story read to the student or that the student reads.	4.5 a,c,f	The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry. a) Describe how the choice of language, setting, and characters contributes to the development of plot. c) Summarize events in the plot. f) Identify the conflict and resolution.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	4-4 6	Identify the narrator or a character in a story read to the student or that the student reads.	4.5 e	The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry. e) Identify the narrator of a story and the speaker of a poem.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-4 7	Identify meaning (an event, idea, or information) of a nonfiction text that is read to the student or that the student reads.	4.6 d	The student will read and demonstrate comprehension of nonfiction texts. d) Summarize supporting details.	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-5 1	Understand the meaning of words in passages that are read to the student or that the student reads.	5E-RW 1	a) after listening to or reading a familiar text, determine the meanings of words and phrases; b) apply phonics and word analysis skills in decoding words by decoding two-syllable words; c) read more than 20 common high-frequency words; d) use context clues to determine the meaning of vocabulary words drawn from reading and other content areas; e) demonstrate understanding of word relationships by using simple, common idioms (e.g., You bet!, It's a deal., We're cool.); f) demonstrate understanding of content-specific words.	Hide and Seek Sing Song Read Aloud Word Hunter Building Words Read to Cook Echo Reading High Frequency Words Identifying Main Ideas and Recognizing Written Words Read, Build and Write Activity Bulletin Board Vocabulary Cards	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-5 1	Understand the meaning of words in passages that are read to the student or that the student reads.	5E-RW 1	a) after listening to or reading a familiar text, determine the meanings of words and phrases; b) apply phonics and word analysis skills in decoding words by decoding two-syllable words; c) read more than 20 common high-frequency words; d) use context clues to determine the meaning of vocabulary words drawn from reading and other content areas; e) demonstrate understanding of word relationships by using simple, common idioms (e.g., You bet!, It's a deal., We're cool.); f) demonstrate understanding of content-specific words.	Hide and Seek Sing Song Read Aloud Word Hunter Building Words Read to Cook Echo Reading High Frequency Words Identifying Main Ideas and Recognizing Written Words Read, Build and Write Activity Bulletin Board Vocabulary Cards	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-5 2	Answer questions about a fiction passage that is read to the student or that the student reads.	5E-CF 1	a) identify words in the text to answer a question about explicit information in fictional text; b) identify the central idea or theme of a familiar story, drama, or poem; c) read fictional text comprised of familiar words with accuracy and understanding.	Demonstrate Comprehension Word Hunter Echo Reading	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-5 3	Answer questions about a nonfiction text that is read to the student or that the student reads.	5E-CN 1	a) when given nonfiction text, identify the main ideas that are supported by the key details; b) make connections between two individuals or events/actions in a nonfiction text; c) identify the beginning, middle, and end of a nonfiction text with a clear sequential structure; d) given two pieces of information on the same event or topic, note what is the same.	None	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-5 4	Answer questions about the main idea of a nonfiction text that is read to the student or that the student reads.	5E-CN1	a) when given nonfiction text, identify the main ideas that are supported by the key details; b) make connections between two individuals or events/actions in a nonfiction text; c) identify the beginning, middle, and end of a nonfiction text with a clear sequential structure; d) given two pieces of information on the same event or topic, note what is the same.	None	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-5 5	Identify a character, setting, or event in a story read to the student or that the student reads.	5E-CF 1	a) identify words in the text to answer a question about explicit information in fictional text; b) identify the central idea or theme of a familiar story, drama, or poem; c) read fictional text comprised of familiar words with accuracy and understanding.	Demonstrate Comprehension Word Hunter Echo Reading	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-5 6	Identify details (an event, idea, or information) of a nonfiction text that is read to the student or that the student reads.	5E-CN 1	a) when given nonfiction text, identify the main ideas that are supported by the key details; b) make connections between two individuals or events/actions in a nonfiction text; c) identify the beginning, middle, and end of a nonfiction text with a clear sequential structure; d) given two pieces of information on the same event or topic, note what is the same.	None	ENG-COMP

5th Grade Reading VESOL to SOL Crosswalk

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-5 1	Understand the meaning of words in passages that are read to the student or that the student reads.	5.4 a-e	The student will expand vocabulary when reading. a) Use context to clarify meaning of unfamiliar words and phrases. b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. d) Identify an author's use of figurative language. e) Use word-reference materials.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-5 1	Understand the meaning of words in passages that are read to the student or that the student reads.	5.4 a-e	The student will expand vocabulary when reading. a) Use context to clarify meaning of unfamiliar words and phrases. b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. d) Identify an author's use of figurative language. e) Use word-reference materials.	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-5 2	Answer questions about a fiction passage that is read to the student or that student the reads.	5.5 d, f, g, i-l	The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry. d) Identify theme(s). f) Identify genres. g) Differentiate between first and third person point-of-view. i) Explain how an author's choice of vocabulary contributes to the author's style. j) Draw conclusions and make inferences with support from the text. k) Identify cause and effect relationships. l) Compare/contrast details in literary and informational nonfiction texts.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-5 3	Answer questions about a nonfiction text that is read to the student or that the student reads.	5.6 e-j	The student will read and demonstrate comprehension of nonfiction texts. e) Identify organizational pattern(s). f) Identify transitional words and phrases that signal an author's organizational pattern. g) Locate information from the text to support opinions, inferences, and conclusions. h) Identify cause and effect relationships. i) Differentiate between fact and opinion. j) Compare and contrast details and ideas within and between texts.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-5 4	Answer questions about the main idea of a nonfiction text that is read to the student or that the student reads.	5.6 c	The student will read and demonstrate comprehension of nonfiction texts. c) Identify the main idea.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-5 5	Identify a character, setting, or event in a story that is read to the student or that the student reads.	5.5 a-c, e	The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry. a) Summarize plot events using details from text. b) Discuss the impact of setting on plot development. c) Describe character development. e) Explain the resolution of conflict(s).	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-5 6	Identify details (an event, idea, or information) of a nonfiction text that is read to the student or that the student reads.	5.6 b, d	The student will read and demonstrate comprehension of nonfiction texts. b) Skim materials to develop a general overview of content and to locate specific information. d) Summarize supporting details.	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-6 1	Understand the meaning of words in passages that are read to the student or that the student reads.	6E-RW 1	a) determine the meaning of simple idioms and figures of speech as they are used in a text; b) use context clues to determine the meaning of vocabulary words drawn from reading and other content areas; c) seek clarification and meaning support when unfamiliar words are encountered while reading by using word reference materials; d) demonstrate word relationships by interpreting similes (e.g., the man was as big as a tree.).	Billboard's Top 10 Songs Echo Reading Personal Dictionary Shopping List Sort Sentence Mash Up	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-6 1	Understand the meaning of words in passages that are read to the student or that the student reads.	6E-RW 1	a) determine the meaning of simple idioms and figures of speech as they are used in a text; b) use context clues to determine the meaning of vocabulary words drawn from reading and other content areas; c) seek clarification and meaning support when unfamiliar words are encountered while reading by using word reference materials; d) demonstrate word relationships by interpreting similes (e.g., the man was as big as a tree.).	Billboard's Top 10 Songs Echo Reading Personal Dictionary Shopping List Sort Sentence Mash Up	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-6 2	Answer questions about a fiction passage that is read to the student or that the student reads.	6E-CF 1	a) determine what a fictional text says explicitly as well as what simple inferences should be drawn; b) determine the theme or central idea of a familiar story and identify details that relate to it; c) identify the episodes or significant events in a story or drama; d) identify the progression of a key individual, event, or idea throughout a fictional text.	Character Traits Paper Bag Story Story Pyramid Bulletin Board Sentence Mash Up Song Lyrics Character Props	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-6 3	Answer questions about a nonfiction text that is read to the student or that student reads.	6E-CN 1	a) analyze a nonfiction text to determine what it says explicitly as well as what inferences should be drawn; b) determine the central idea of a short nonfiction passage and details or facts related to it; c) use content words and phrases from nonfiction text.	Facebook Through History Bulletin Board Fill in the Blank Picture Sequence Song Lyrics Vocabulary Cards What I Want to Be	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-6 4	Answer questions about the main idea of a nonfiction text that is read to the student or that the student reads.	6E-CN 1	a) analyze a nonfiction text to determine what it says explicitly as well as what inferences should be drawn; b) determine the central idea of a short nonfiction passage and details or facts related to it; c) use content words and phrases from nonfiction text.	Facebook Through History Bulletin Board Fill in the Blank Picture Sequence Song Lyrics Vocabulary Cards What I Want to Be	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-6 5	Identify the one word meaning of figurative language in a fiction passage that is read to the student or that the student reads.	6E-CF 1	a) determine what a fictional text says explicitly as well as what simple inferences should be drawn; b) determine the theme or central idea of a familiar story and identify details that relate to it; c) identify the episodes or significant events in a story or drama; d) identify the progression of a key individual, event, or idea throughout a fictional text.	Character Traits Paper Bag Story Story Pyramid Bulletin Board Sentence Mash Up Song Lyrics Character Props	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-6 6	Identify an event, idea, or information in a nonfiction text that is read to the student or that the student reads.	6E-CN 1	a) analyze a nonfiction text to determine what it says explicitly as well as what inferences should be drawn; b) determine the central idea of a short nonfiction passage and details or facts related to it; c) use content words and phrases from nonfiction text.	Facebook Through History Bulletin Board Fill in the Blank Picture Sequence Song Lyrics Vocabulary Cards What I Want to Be	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstration comprehension of fictional texts and use word analysis strategies	R-6 7	Identify an individual, event, or idea in a fiction passage that is read to the student or that the student reads.	6E-CF 1	a) determine what a fictional text says explicitly as well as what simple inferences should be drawn; b) determine the theme or central idea of a familiar story and identify details that relate to it; c) identify the episodes or significant events in a story or drama; d) identify the progression of a key individual, event, or idea throughout a fictional text.	Character Traits Paper Bag Story Story Pyramid Bulletin Board Sentence Mash Up Song Lyrics Character Props	ENG-COMP

6th Grade Reading VESOL to SOL Crosswalk

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstration comprehension of fictional texts and use word analysis strategies	R-6 1	Understand the meaning of words in passages that are read to the student or that the student reads.	6.4 a-e	The student will read and determine the meanings of unfamiliar words and phrases within authentic texts. a) Identify word origins and derivations. b) Use roots, affixes, synonyms, and antonyms to expand vocabulary. c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. d) Identify and analyze the construction and impact of figurative language. e) Use word-reference materials.	ENG-COMP
Demonstration comprehension of nonfiction texts and use word analysis strategies	R-6 1	Understand the meaning of words in passages that are read to the student or that the student reads.	6.4 a-e	The student will read and determine the meanings of unfamiliar words and phrases within authentic texts. a) Identify word origins and derivations. b) Use roots, affixes, synonyms, and antonyms to expand vocabulary. c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. d) Identify and analyze the construction and impact of figurative language. e) Use word-reference materials.	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-6 2	Answer questions about a fiction passage that is read to the student or that the student reads.	6.5 d-g, j	The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry. d) Differentiate between first and third person point-of-view. e) Describe how word choice and imagery contribute to the meaning of a text. f) Draw conclusions and make inferences using the text for support. g) Identify the characteristics of a variety of genres. j) Identify transitional words and phrases that signal an author's organizational pattern.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-6 3	Answer questions about a nonfiction text that is read to the student or that the student reads.	6.6 e-g	The student will read and demonstrate comprehension of a variety of nonfiction texts. e.) Draw conclusions and make inferences based on explicit and implied information. f) Identify the author's organizational pattern(s). g) Identify transitional words and phrases that signal an author's organizational pattern.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-6 4	Answer questions about the main idea of a nonfiction text that is read to the student or that the student reads.	6.6 b	The student will read and demonstrate comprehension of a variety of nonfiction texts. b) Identify main idea.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-6 5	Identify the one word meaning of figurative language in a fiction passage read to the student or that the student reads.	6.5 h	The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry. h) Identify and analyze the author's use of figurative language.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-6 6	Identify an event, idea, or information in a nonfiction text that is read to the student or that the student reads.	6.6 c, d, h-j	The student will read and demonstrate comprehension of a variety of nonfiction texts. c) Summarize supporting details. d) Create an objective summary including main idea and supporting details. h) Differentiate between fact and opinion. i) Identify cause and effect relationships. j) Analyze ideas within and between selections providing textual evidence.	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-6 7	Identify an individual, event, or idea in fiction passage read to the student or that the student reads.	6.5 a-c, i	The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry. a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. b) Describe cause and effect relationships and their impact on plot. c) Explain how an author uses character development to drive conflict and resolution. i) Compare/contrast details in literary and informational nonfiction texts.	ENG-COMP

7th Grade Reading VESOL to ASOL Crosswalk

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-7 1	Understand the meaning of words in passages read to the student or that the student reads.	7E-RW 1	a) use rhyme and other repetitions of words or sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama; b) determine the meaning of words and phrases; c) use context clues to determine the meaning of vocabulary words drawn from reading and other content areas; d) seek clarification and meaning support when unfamiliar words are encountered while reading by using word reference materials; e) demonstrate an understanding of word relationships by using synonyms and antonyms.	Echo Reading Personal Dictionary Shopping List Sort About Me: My Feelings Book	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-7 1	Understand the meaning of words in passages read to the student or that the student reads.	7E-RW 1	a) use rhyme and other repetitions of words or sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama; b) determine the meaning of words and phrases; c) use context clues to determine the meaning of vocabulary words drawn from reading and other content areas; d) seek clarification and meaning support when unfamiliar words are encountered while reading by using word reference materials; e) demonstrate an understanding of word relationships by using synonyms and antonyms.	Echo Reading Personal Dictionary Shopping List Sort About Me: My Feelings Book	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-7 2	Answer questions about a fiction passage that is read to the student or that the student reads.	7E-CF 1	a) cite text to draw inferences from stories and poems; b) determine the theme or central idea of a fictional text and identify the details that relate to it; c) recognize the relationship of two story elements; d) determine how poetry form and structure contributes to its meaning; e) identify how a character's point of view is the same or different from another character.	Paper Bag Story Character Props Sentence Mash Up	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-7 3	Answer questions about a nonfiction text that is read to the student or that the student reads.	7E-CN 1	a) cite text to draw inferences from informational text; b) determine two central ideas that progress throughout a nonfiction text; c) determine how headings, key words, and key phrases relate to the topic of a nonfiction text; d) determine author's point of view in nonfiction text and compare to own point of view; e) use content words and phrases from a nonfiction text.	Facebook Through History Bulletin Board Fill in the Blank Vocabulary Cards What I Want to Be	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-7 4	Answer questions about the main idea of a nonfiction text that is read to the student or that the student reads.	7E-CN 1	a) cite text to draw inferences from informational text; b) determine two central ideas that progress throughout a nonfiction text; c) determine how headings, key words, and key phrases relate to the topic of a nonfiction text; d) determine author's point of view in nonfiction text and compare to own point of view; e) use content words and phrases from a nonfiction text.	Facebook Through History Bulletin Board Fill in the Blank Vocabulary Cards What I Want to Be	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-7 5	Identify a character, setting, or event in a story read to the student or that the student reads.	7E-CF 1	a) cite text to draw inferences from stories and poems; b) determine the theme or central idea of a fictional text and identify the details that relate to it; c) recognize the relationship of two story elements; d) determine how poetry form and structure contributes to its meaning; e) identify how a character's point of view is the same or different from another character.	Paper Bag Story Character Props Sentence Mash Up	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-7 6	Identify an individual, event, or idea in nonfiction text read to the student or that the student reads.	7E-CN 1	a) cite text to draw inferences from informational text; b) determine two central ideas that progress throughout a nonfiction text; c) determine how headings, key words, and key phrases relate to the topic of a nonfiction text; d) determine author's point of view in nonfiction text and compare to own point of view; e) use content words and phrases from a nonfiction text.	Facebook Through History Bulletin Board Fill in the Blank Vocabulary Cards What I Want to Be	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstration comprehension of fictional texts and use word analysis strategies	R-7 7	Identify information or an idea in a fiction passage that is read to the student or that the student reads.	7E-CF 1	a) cite text to draw inferences from stories and poems; b) determine the theme or central idea of a fictional text and identify the details that relate to it; c) recognize the relationship of two story elements; d) determine how poetry form and structure contributes to its meaning; e) identify how a character's point of view is the same or different from another character.	Paper Bag Story Character Props Sentence Mash Up	ENG-COMP

7th Grade Reading VESOL to SOL Crosswalk

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstration comprehension of fictional texts and use word analysis strategies	R-7 1	Understand the meaning of words in passages that are read to the student or that the student reads.	7.4 a-f	The student will read and determine the meanings of unfamiliar words and phrases within authentic texts. a) Identify word origins and derivations. b) Use roots, affixes, synonyms, and antonyms to expand vocabulary. c) Identify and analyze the construction and impact of figurative language. d) Identify connotations. e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. f) Use word-reference materials to determine meanings and etymology.	ENG-COMP
Demonstration comprehension of nonfiction texts and use word analysis strategies	R-7 1	Understand the meaning of words in passages that are read to the student or that the student reads.	7.4 a-f	The student will read and determine the meanings of unfamiliar words and phrases within authentic texts. a) Identify word origins and derivations. b) Use roots, affixes, synonyms, and antonyms to expand vocabulary. c) Identify and analyze the construction and impact of figurative language. d) Identify connotations. e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. f) Use word-reference materials to determine meanings and etymology.	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-7 2	Answer questions about a fiction passage that is read to the student or that the student reads.	7.5 b, d-g, i	The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama. b) Identify and explain the theme(s). d) Differentiate between first and third person point-of-view. e) Identify elements and characteristics of a variety of genres. f) Compare and contrast various forms and genres of fictional text. g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style. i) Make inferences and draw conclusions based on the text.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-7 3	Answer questions about a nonfiction text that is read to the student or that the student reads.	7.6 a-c, e, f	The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Skim materials using text features including type, headings, and graphics to predict and categorize information. b) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. c) Make inferences and draw logical conclusions using explicit and implied textual evidence. e) Identify the source, viewpoint, and purpose of texts. f) Describe how word choice and language structure convey an author's viewpoint.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-7 4	Answer questions about the main idea of a nonfiction text that is read to the student or that the student reads.	7.6g	The student will read and demonstrate comprehension of a variety of nonfiction texts. g) Identify the main idea.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-7 5	Identify a character, setting, or event in a story that is read to student or that the student reads.	7.5 a, c	The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama. a) Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other. c) Identify cause and effect relationships and their impact on plot.	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-7 6	Identify an individual, event, or idea in nonfiction text that is read to the student or that the student reads.	7.6 d, h-l	The student will read and demonstrate comprehension of a variety of nonfiction texts. d) Differentiate between fact and opinion. h) Summarize text identifying supporting details. i) Create an objective summary including main idea and supporting details. j) Identify cause and effect relationships. k) Organize and synthesize information for use in written and other formats. l) Analyze ideas within and between selections providing textual evidence.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-7 7	Identify an idea in a fiction passage that is read to the student or that the student reads.	7.5 h	The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama. h) Compare/contrast details in literary and informational nonfiction texts.	ENG-COMP

8th Grade Reading VESOL to ASOL Crosswalk

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-8 1	Understand the meaning of words in passages that are read to the student or that the student reads.	8E-RW 1	a) determine meanings of words and phrases in literature including figurative language; b) demonstrate knowledge of new vocabulary drawn from reading and other content areas; c) seek clarification and meaning support when unfamiliar words are encountered while reading by using word reference materials; d) demonstrate an understanding of word relationships by using multiple meaning words; e) acquire and use content words and phrases.	Billboard's Top 10 Songs Echo Reading Personal Dictionary Fly Swatter Words Bulletin Board Read, Build and Write Activity Sentence Mash Up Song Lyrics Vocabulary Cards	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-8 1	Understand the meaning of words in passages that are read to the student or that the student reads.	8E-RW 1	a) determine meanings of words and phrases in literature including figurative language; b) demonstrate knowledge of new vocabulary drawn from reading and other content areas; c) seek clarification and meaning support when unfamiliar words are encountered while reading by using word reference materials; d) demonstrate an understanding of word relationships by using multiple meaning words; e) acquire and use content words and phrases.	Billboard's Top 10 Songs Echo Reading Personal Dictionary Fly Swatter Words Bulletin Board Read, Build and Write Activity Sentence Mash Up Song Lyrics Vocabulary Cards	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-8 2	Answer questions about a fiction passage that is read to the student or that the student reads.	8E-CF 1	a) cite text to support inferences from stories and poems; b) provide a summary of a familiar fictional text; c) identify cause and effect relationships in a story or drama; d) compare and contrast the structure of two or more fictional texts; e) identify and ask questions that clarify various viewpoints in a fictional text; f) make connections between key individuals or events in a fictional text.	Sentence Mash Up Letter Writing Song Lyrics Bulletin Board Character Props Character Traits Letter Writing	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-8 3	Answer questions about a nonfiction text that is read to the student or that the student reads.	8E-CN 1	a) cite text to support inferences from informational text; b) provide a summary of familiar informational text; c) determine meanings of words and phrases in informational text including figurative language; d) determine the role of sentences in a paragraph (e.g., topic sentence, supporting details, and examples) in nonfiction text; e) determine an author's purpose or point of view in nonfiction text; f) determine whether claims in a text are fact or opinion; g) compare and contrast the key information in two different nonfiction texts on the same topic.	Who am I? What's the Big Idea? Facebook Through History	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-8 4	Answer questions about the main idea of a nonfiction text that is read to the student or that the student reads.	8E-CN 1	a) cite text to support inferences from informational text; b) provide a summary of familiar informational text; c) determine meanings of words and phrases in informational text including figurative language; d) determine the role of sentences in a paragraph (e.g., topic sentence, supporting details, and examples) in nonfiction text; e) determine an author's purpose or point of view in nonfiction text; f) determine whether claims in a text are fact or opinion; g) compare and contrast the key information in two different nonfiction texts on the same topic.	Who am I? What's the Big Idea? Facebook Through History	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-8 5	Identify the meaning of figurative language in a fiction passage that is read to the student or that the student reads.	8E-CF 1	a) cite text to support inferences from stories and poems; b) provide a summary of a familiar fictional text; c) identify cause and effect relationships in a story or drama; d) compare and contrast the structure of two or more fictional texts; e) identify and ask questions that clarify various viewpoints in a fictional text; f) make connections between key individuals or events in a fictional text.	Sentence Mash Up Letter Writing Song Lyrics Bulletin Board Character Props Character Traits Letter Writing	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-8 6	Identify an individual, event, or idea in a fiction passage that is read to the student or that the student reads.	8E-CF 1	a) cite text to support inferences from stories and poems; b) provide a summary of a familiar fictional text; c) identify cause and effect relationships in a story or drama; d) compare and contrast the structure of two or more fictional texts; e) identify and ask questions that clarify various viewpoints in a fictional text; f) make connections between key individuals or events in a fictional text.	Sentence Mash Up Letter Writing Song Lyrics Bulletin Board Character Props Character Traits Letter Writing	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-8 7	Identify information, or an idea in a fiction passage that is read to the student or that the student reads.	8E-CF 1	a) cite text to support inferences from stories and poems; b) provide a summary of a familiar fictional text; c) identify cause and effect relationships in a story or drama; d) compare and contrast the structure of two or more fictional texts; e) identify and ask questions that clarify various viewpoints in a fictional text; f) make connections between key individuals or events in a fictional text.	Sentence Mash Up Letter Writing Song Lyrics Bulletin Board Character Props Character Traits Letter Writing	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-8 8	Identify information or an idea in a nonfiction text that is read to the student or that the student reads.	8E-CN 1	a) cite text to support inferences from informational text; b) provide a summary of familiar informational text; c) determine meanings of words and phrases in informational text including figurative language; d) determine the role of sentences in a paragraph (e.g., topic sentence, supporting details, and examples) in nonfiction text; e) determine an author's purpose or point of view in nonfiction text; f) determine whether claims in a text are fact or opinion; g) compare and contrast the key information in two different nonfiction texts on the same topic.	Who am I? What's the Big Idea? Facebook Through History	ENG-COMP

8th Grade Reading VESOL to SOL Crosswalk

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-8 1	Understand the meaning of words in passages that are read to the student or that the student reads.	8.4 a-c, e, f	The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts. a) Identify and analyze the construction and impact of an author's use of figurative language. b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary. e) Use word-reference materials to determine meanings and etymology. f) Discriminate between connotative and denotative meanings and interpret the connotation.	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-8 1	Understand the meaning of words in passages that are read to the student or that the student reads.	8.4 a-c, e, f	The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts. a) Identify and analyze the construction and impact of an author's use of figurative language. b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary. e) Use word-reference materials to determine meanings and etymology. f) Discriminate between connotative and denotative meanings and interpret the connotation.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-8 2	Answer questions about a fiction passage that is read to the student or that the student reads.	8.5 b, c, e, f, h, i	The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama. b) Identify cause and effect relationships and their impact on plot. c) Explain the development of the theme(s). e) Make inferences and draw conclusions based on explicit and implied information using references to the text for support. f) Identify and analyze characteristics within a variety of genres. h) Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts. i) Compare and contrast authors' styles.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-8 3	Answer questions about a nonfiction text that is read to the student or that the student reads.	8.6 a, d-f	The student will read, comprehend, and analyze a variety of nonfiction texts. a) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. e) Analyze the author's qualifications, viewpoint, word choice, and impact. f) Analyze details for relevance and accuracy.	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-8 4	Answer questions about the main idea of a nonfiction text that is read to the student or that the student reads.	8.6 h	The student will read, comprehend, and analyze a variety of nonfiction texts. h) Identify the main idea.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-8 5	Identify the meaning of figurative language in a fiction passage that is read to the student or that the student reads.	8.5 d	The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama. d) Explain the use of symbols and figurative language.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-8 6	Identify an individual, event, or idea in a fiction passage read to the student or that the student reads.	8.5 a	The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama. a) Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-8 7	Identify information, or an idea in a fiction passage that is read to the student or that the student reads.	8.5 g	The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama. g) Compare/contrast details in literary and informational nonfiction texts.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-8 8	Identify information or an idea in a nonfiction text that is read to the student or that the student reads.	8.6 c, g, i-l	The student will read, comprehend, and analyze a variety of nonfiction texts. c) Skim materials to develop an overview or locate information. g) Differentiate between fact and opinion. i) Summarize the text identifying supporting details. j) Identify cause and effect relationships. k) Evaluate, organize, and synthesize information for use in written and other formats. l) Analyze ideas within and between selections providing textual evidence.	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 1	Understand the meaning of words in passages that are read to the student or that the student reads.	HSE-RW 1	a) determine the meaning of words and phrases as they are used in a text, including common analogies and figures of speech; b) determine the meaning of words and phrases as they are used in informational text including figurative language; c) determine or clarify the meaning of unknown and multiple-meaning words by using context.	Billboard's Top 10 Songs	None
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 1	Understand the meaning of words in passages that are read to the student or that the student reads.	HSE-RW 2	a) consult reference materials (dictionaries, online vocabulary supports) to clarify meaning of unfamiliar words encountered when reading; b) demonstrate understanding of multiple-meaning words and figurative language; c) acquire and use content words and phrases.	Personal Dictionary Shopping List Sort Billboard's Top 10 Songs Bulletin Board Echo Reading Facebook Through History Fill-in-the-Blank Read, Build & Write Song Lyrics Vocabulary Cards	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 1	Understand the meaning of words in passages that are read to the student or that the student reads.	HSE-RW 3	a) determine how words or phrases with multiple meanings have an impact on meaning or tone of a text; b) determine meanings of words or phrases within an informational text; c) demonstrate knowledge of the meaning of words and phrases from reading and other content areas by using context; d) demonstrate understanding of figurative language and word relationships by interpreting simple figures of speech encountered while reading; e) demonstrate understanding of words and phrases by using authentic texts (e.g., resumes, job descriptions, tasks instructions).	Echo Reading Fly Swatter Words Vocabulary Cards Billboard's Top 10 Songs Personal Dictionary	None

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-HS 1	Understand the meaning of words in passages that are read to the student or that the student reads.	HSE-RW 1	a) determine the meaning of words and phrases as they are used in a text, including common analogies and figures of speech; b) determine the meaning of words and phrases as they are used in informational text including figurative language; c) determine or clarify the meaning of unknown and multiple-meaning words by using context.	Billboard's Top 10 Songs	None
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-HS 1	Understand the meaning of words in passages that are read to the student or that the student reads.	HSE-RW 2	a) consult reference materials (dictionaries, online vocabulary supports) to clarify meaning of unfamiliar words encountered when reading; b) demonstrate understanding of multiple-meaning words and figurative language; c) acquire and use content words and phrases.	Personal Dictionary Shopping List Sort Billboard's Top 10 Songs Bulletin Board Echo Reading Facebook Through History Fill-in-the-Blank Read, Build & Write Song Lyrics Vocabulary Cards	ENG-COMP.
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-HS 1	Understand the meaning of words in passages that are read to the student or that the student reads.	HSE-RW 3	a) determine how words or phrases with multiple meanings have an impact on meaning or tone of a text; b) determine meanings of words or phrases within an informational text; c) demonstrate knowledge of the meaning of words and phrases from reading and other content areas by using context; d) demonstrate understanding of figurative language and word relationships by interpreting simple figures of speech encountered while reading; e) demonstrate understanding of words and phrases by using authentic texts (e.g., resumes, job descriptions, tasks instructions).	Echo Reading Fly Swatter Words Vocabulary Cards Billboard's Top 10 Songs Personal Dictionary	None

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 2	Answer questions about a fiction passage that is read to the student or that the student reads.	HSE-CF 1	a) determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text; b) determine the central idea of the fictional text and select details that relate to it to retell the text; c) describe interactions between characters in fictional text; d) determine sequence of events in a story or drama; e) identify when an author references one fictional text to another text; f) provide a summary of the fictional text; g) determine how the author's choice of where to end the story contributes to the meaning.	Character Traits Bulletin Board Paper Bag Story Song Lyrics Character Props Sentence Mash Up	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 2	Answer questions about a fiction passage that is read to the student or that the student reads.	HSE-CF 2	a) connect the experiences of characters in a story or drama from outside of the U.S. with personal experience; b) cite textual evidence to determine where the fictional text leaves matters uncertain; c) compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).	Around the World	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 2	Answer questions about a fiction passage that is read to the student or that the student reads.	HSE-CF 3	a) identify statements that support an argument in fictional text; b) explain how characters develop over the course of a story; c) identify the intended meaning to match what an author wrote in fictional text; d) compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem; e) compare and contrast elements of American literature to other literary works (e.g., compare themes, topics, locations, context, and point of view).	Character Props Character Study Character Traits Vocabulary Cards	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-HS 3	Answer questions about a nonfiction text that is read to the student or that the student reads.	HSE-CN 1	a) determine which citations demonstrate what the nonfiction text says explicitly as well as inferentially; b) determine central idea of the nonfiction text and select details to support it; c) determine connections drawn between ideas or events in informational text; d) determine which sentences in a nonfiction text support the claims of the author.	What's the Big Idea?	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-HS 3	Answer questions about a nonfiction text that is read to the student or that the student reads.	HSE-CN 2	a) determine an author's purpose or point of view in a nonfiction text; b) determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported); c) analyze information presented in different media on related topics to answer questions or solve problems.	Facebook Through History Animal Study	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-HS 3	Answer questions about a nonfiction text that is read to the student or that the student reads.	HSE-CN 3	a) use U.S. documents of historical and literary significance to clarify understanding of concepts; b) cite textual evidence to determine where informational text leaves matters uncertain; c) provide a summary of an informational text; d) explain how specific events develop over the course of the nonfiction text; e) determine how the author's choice of where to make an argument contributes to the meaning; f) determine how the author's style affects the purpose of the nonfiction text; g) explain how U.S. texts inform citizen's rights; h) determine the purposes of foundational U.S. documents of historical significance.	What I Want to Be Who am I? Facebook Through History	ENG-WC

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 4	Identify a character, setting, or event in a story that is read to the student or that the student reads.	HSE-CF 1	a) determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text; b) determine the central idea of the fictional text and select details that relate to it to retell the text; c) describe interactions between characters in fictional text; d) determine sequence of events in a story or drama; e) identify when an author references one fictional text to another text; f) provide a summary of the fictional text; g) determine how the author's choice of where to end the story contributes to the meaning.	Character Traits Bulletin Board Paper Bag Story Song Lyrics Character Props Sentence Mash Up	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 4	Identify a character, setting, or event in a story that is read to the student or that the student reads.	HSE-CF 2	a) connect the experiences of characters in a story or drama from outside of the U.S. with personal experience; b) cite textual evidence to determine where the fictional text leaves matters uncertain; c) compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).	Around the World	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 4	Identify a character, setting, or event in a story that is read to the student or that the student reads.	HSE-CF 3	a) identify statements that support an argument in fictional text; b) explain how characters develop over the course of a story; c) identify the intended meaning to match what an author wrote in fictional text; d) compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem; e) compare and contrast elements of American literature to other literary works (e.g., compare themes, topics, locations, context, and point of view).	Character Props Character Study Character Traits Vocabulary Cards	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 5	Identify a theme or topic in a story that is read to the student or that the student reads.	HSE-CF 1	a) determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text; b) determine the central idea of the fictional text and select details that relate to it to retell the text; c) describe interactions between characters in fictional text; d) determine sequence of events in a story or drama; e) identify when an author references one fictional text to another text; f) provide a summary of the fictional text; g) determine how the author's choice of where to end the story contributes to the meaning.	Character Traits Bulletin Board Paper Bag Story Song Lyrics Character Props Sentence Mash Up	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 5	Identify a theme or topic in a story that is read to the student or that the student reads.	HSE-CF 2	a) connect the experiences of characters in a story or drama from outside of the U.S. with personal experience; b) cite textual evidence to determine where the fictional text leaves matters uncertain; c) compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).	Around the World	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-HS 6	Answer questions about the main idea of a nonfiction text that is read to the student or that the student reads.	HSE-CN 1	a) determine which citations demonstrate what the nonfiction text says explicitly as well as inferentially; b) determine central idea of the nonfiction text and select details to support it; c) determine connections drawn between ideas or events in informational text; d) determine which sentences in a nonfiction text support the claims of the author.	What's the Big Idea?	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-HS-6	Answer questions about the main idea of a nonfiction text that is read to the student or that the student reads.	HSE-CN 2	a) determine an author's purpose or point of view in a nonfiction text; b) determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported); c) analyze information presented in different media on related topics to answer questions or solve problems.	Facebook Through History Animal Study	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 7	Identify information or ideas in a fiction passage that is read to the student or that the student reads.	HSE-CF 1	a) determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text; b) determine the central idea of the fictional text and select details that relate to it to retell the text; c) describe interactions between characters in fictional text; d) determine sequence of events in a story or drama; e) identify when an author references one fictional text to another text; f) provide a summary of the fictional text; g) determine how the author's choice of where to end the story contributes to the meaning.	Character Traits Bulletin Board Paper Bag Story Song Lyrics Character Props Sentence Mash Up	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 7	Identify information or ideas in a fiction passage that is read to the student or that the student reads.	HSE-CF 2	a) connect the experiences of characters in a story or drama from outside of the U.S. with personal experience; b) cite textual evidence to determine where the fictional text leaves matters uncertain; c) compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).	Around the World	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 7	Identify information or ideas in a fiction passage that is read to the student or that the student reads.	HSE-CF 3	a) identify statements that support an argument in fictional text; b) explain how characters develop over the course of a story; c) identify the intended meaning to match what an author wrote in fictional text; d) compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem; e) compare and contrast elements of American literature to other literary works (e.g., compare themes, topics, locations, context, and point of view).	Character Props Character Study Character Traits Vocabulary Cards	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-HS 8	Identify information or ideas in a nonfiction text that is read to the student or that the student reads.	HSE-CN 1	a) determine which citations demonstrate what the nonfiction text says explicitly as well as inferentially; b) determine central idea of the nonfiction text and select details to support it; c) determine connections drawn between ideas or events in informational text; d) determine which sentences in a nonfiction text support the claims of the author.	What's the Big Idea?	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-HS 8	Identify information or ideas in a nonfiction text that is read to the student or that the student reads.	HSE-CN 2	a) determine an author's purpose or point of view in a nonfiction text; b) determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported); c) analyze information presented in different media on related topics to answer questions or solve problems.	Facebook Through History Animal Study	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Demonstration of nonfiction texts and use word analysis strategies	R-HS 8	Identify information or ideas in a nonfiction text that is read to the student or that the student reads.	HSE-CN 3	a) use U.S. documents of historical and literary significance to clarify understanding of concepts; b) cite textual evidence to determine where informational text leaves matters uncertain; c) provide a summary of an informational text; d) explain how specific events develop over the course of the nonfiction text; e) determine how the author's choice of where to make an argument contributes to the meaning; f) determine how the author's style affects the purpose of the nonfiction text; g) explain how U.S. texts inform citizen's rights; h) determine the purposes of foundational U.S. documents of historical significance.	[What I Want to Be](#) [Who am I?](#) [Facebook Through History](#)	ENG-COMP

High School Reading VESOL to SOL Crosswalk

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstration of fictional texts and use word analysis strategies	R-HS 1	Understand the meaning of words in passages that are read to the student or that the student reads.	9.3 a-e	The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words. b) Use context, structure, and connotations to determine meanings of words and phrases. c) Discriminate between connotative and denotative meanings and interpret the connotation. d) Identify the meaning of common idioms. e) Explain the meaning of literary and classical allusions and figurative language in text.	None

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 1	Understand the meaning of words in passages that are read to the student or that the student reads.	10.3 a	The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.	
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 1	Understand the meaning of words in passages that are read to the student or that the student reads.	11.3 a	The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.	None
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-HS 1	Understand the meaning of words in passages that are read to the student or that the student reads.	9.3 a-e	The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words. b) Use context, structure, and connotations to determine meanings of words and phrases. c) Discriminate between connotative and denotative meanings and interpret the connotation. d) Identify the meaning of common idioms. e) Explain the meaning of literary and classical allusions and figurative language in text.	None
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-HS 1	Understand the meaning of words in passages that are read to the student or that the student reads.	10.3a	The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.	
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-HS 1	Understand the meaning of words in passages that are read to the student or that the student reads.	11.3a	The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.	None

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 2	Answer questions about a fiction passage that is read to the student or that the student reads.	9.4 a, d, f-j	The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama. a) Identify the characteristics that distinguish literary forms. d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion. f) Explain the relationship between the author's style and literary effect. g) Explain the influence of historical context on the form, style, and point of view of a written work. h) Compare and contrast authors' use of literary elements within a variety of genres. i) Analyze how the author's specific word choices and syntax impact the author's purpose. j) Make inferences and draw conclusions using references from the text(s) for support.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 2	Answer questions about a fiction passage that is read to the student or that the student reads.	10.4 a, h, i, k	The student will read, comprehend, and analyze literary texts of different cultures and eras. a) Make inferences and draw conclusions using references from the text(s) for support. h) Explain the influence of historical context on the form, style, and point of view of a literary text(s). i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text. k) Compare and contrast how literary devices convey a message and elicit a reader's emotions.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 2	Answer questions about a fiction passage that is read to the student or that the student reads.	11.4 c, e, g-i	The student will read, comprehend, and analyze relationships among American literature, history, and culture. c) Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres. e) Analyze how context and language structures convey an author's intent and viewpoint. g) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses. h) Evaluate how specific word choices, syntax, tone, and voice support the author's purpose. i) Analyze the use of dramatic conventions in American literature.	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-HS 3	Answer questions about a nonfiction text that is read to the student or that the student reads.	9.5 b, f	The student will read and analyze a variety of non-fiction texts. b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. f) Identify characteristics of expository, technical, and persuasive texts.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-HS 3	Answer questions about a nonfiction text that is read to the student or that the student reads.	10.5 a, c, d-f	The student will read, interpret, analyze, and evaluate nonfiction texts. a) Analyze text features and organizational patterns to evaluate the meaning of texts c) Skim materials to develop an overview and locate information. d) Compare and contrast informational texts for intent and content. e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams. f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-HS 4	Answer questions about a nonfiction text that is read to the student or that the student reads.	11.5 a-c, e	The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. a) Apply information from texts to clarify understanding of concepts. b) Read and correctly interpret an application for employment, workplace documents, or an application for college admission. c) Analyze technical writing for clarity. e) Draw conclusions and make inferences on explicit and implied information using textual support.	ENG-WC
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 4	Identify a character, setting, or event in a story read to the student or that the student reads.	9.4 b	The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama. b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 4	Identify a character, setting, or event in a story read to the student or that the student reads.	10.4 f	The student will read, comprehend, and analyze literary texts of different cultures and eras. f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 4	Identify a character, setting, or event in a story read to the student or that the student reads.	11.4 f	The student will read, comprehend, and analyze relationships among American literature, history, and culture. f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 5	Identify a theme or topic in a story read to the student or that the student reads.	9.4 c	The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama. c) Interpret how themes are connected across texts.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 5	Identify a theme or topic in a story read to the student or that the student reads.	10.4 d, g	The student will read, comprehend, and analyze literary texts of different cultures and eras. d) Analyze universal themes prevalent in the literature of different cultures. g) Interpret how themes are connected within and across texts.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-HS 6	Answer questions about the main idea of a nonfiction text that is read to the student or that the student reads.	9.5 d	The student will read and analyze a variety of nonfiction texts. d) Recognize an author's intended purpose for writing and identify the main idea.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-HS 6	Answer questions about the main idea of a nonfiction text that is read to the student or that the student reads.	10.5 b	The student will read, interpret, analyze, and evaluate nonfiction texts. b) Recognize an author's intended audience and purpose for writing.	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 7	Identify information or ideas in a fiction passage that is read to the student or that the student reads.	9.4 k	The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama. k) Compare/contrast details in literary and informational nonfiction texts.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 7	Identify information or ideas in a fiction passage that is read to the student or that the student reads.	10.4 j	The student will read, comprehend, and analyze literary texts of different cultures and eras. j) Compare/contrast details in literary and informational nonfiction texts.	ENG-COMP
Demonstrate comprehension of fictional texts and use word analysis strategies	R-HS 7	Identify information or ideas in a fiction passage that is read to the student or that the student reads.	11.4 k	The student will read, comprehend, and analyze relationships among American literature, history, and culture. k) Compare/contrast literary and informational nonfiction texts.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-HS 8	Identify information or ideas in a nonfiction text that is read to the student or that the student reads.	9.5 c, e, g-k	The student will read and analyze a variety of nonfiction texts. c) Analyze the author's qualifications, viewpoint, and impact. e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts. g) Identify a position/argument to be confirmed, disproved, or modified. h) Evaluate clarity and accuracy of information. i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product. j) Differentiate between fact and opinion and evaluate their impact. k) Analyze ideas within and between selections providing textual evidence.	ENG-COMP

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-HS 8	Identify information or ideas in a nonfiction text that is read to the student or that the student reads.	10.5 g-i	The student will read, interpret, analyze, and evaluate nonfiction texts. g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge. h) Analyze ideas within and between selections providing textual evidence. i) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	ENG-COMP
Demonstrate comprehension of nonfiction texts and use word analysis strategies	R-HS 8	Identify information or ideas in a nonfiction text that is read to the student or that the student reads.	11.5 f-h	The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions. g) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing. h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.	ENG-COMP