How to Use this Document

This document contains two different Virginia Essentialized Standards of Learning crosswalks for each content area (Science, Math, and Reading). 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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Science

5th Grade Science 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
Living Systems and Ecosystem Interactions (LSEI)	S-5 1	Recognize that plants need light, air, and water to grow.	5S-LPS 1	The student will investigate and understand basic plant anatomy and life processes. Key concepts include a) the structures of typical plants and the function of each structure; b) processes and structures involved with plant reproduction; c) photosynthesis; d) adaptations allow plants to satisfy life needs and respond to the environment	A-MAZE-ing Race Color Changing Flowers Photostatic Overview Plant Scavenger Hunt	Classification (SCI-CLASS)
Living Systems and Ecosystem Interactions (LSEI)	S-5 2	Recognize that living organisms have unique structures that help them obtain what they need to grow and survive.	5S-LPS 1	The student will investigate and understand basic plant anatomy and life processes. Key concepts include a) the structures of typical plants and the function of each structure; b) processes and structures involved with plant reproduction; c) photosynthesis; d) adaptations allow plants to satisfy life needs and respond to the environment	A-MAZE-ing RACE Color Changing Flowers Photostatic Overview Plants Parts Scavenger Hunt	Classification (SCI-CLASS)
Living Systems and Ecosystem Interactions (LSEI)	S-5 3	Recognize ways in which living organisms interact with other living organisms and non-living parts of an ecosystem.	5S-LPS 2	The student will investigate and understand how plants and animals, including humans, in an ecosystem interact with one another and with the nonliving components in the ecosystem. Key concepts include a) plant and animal adaptations; b) organization of populations, communities, and ecosystems and how they interrelate; c) flow of energy through food webs; d) habitats and niches;	Predator and Prey Freeze Tag Food Chains and Food Webs Ecosystems: What's the Issue?	Classification (SCI-CLASS)

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Earth/Space Systems and Earth Resources (ESSER)	S-5 4	Recognize different types of weather conditions and their characteristics.	5S-ESS 1	The student will investigate and understand how weather conditions and phenomena occur and can be predicted. Key concepts include a) weather phenomena; b) weather measurements and meteorological tools; c) use of weather measurements and weather phenomena to make weather predictions	Characteristics of Weather Severe Weather Alert Twisting Tornadoes Understanding Common Storms Design and Build Your Own Turbine	Weather (SCI-WEA)
Earth/Space Systems and Earth Resources (ESSER)	S-5 5	Recognize and compare objects in the solar system and their features.	5S-ESS 2	The student will investigate and understand the organization of the solar system. Key concepts include a) the planets in the solar system; b) the order of the planets in the solar system; c) the relative sizes of the planets.	Ordering the Planets in the Solar System Solar System Model	None
Earth/Space Systems and Earth Resources (ESSER)	S-5 6	Recognize the relationships between Earth, the moon, and the sun.	5S-ESS 3	The student will investigate and understand the relationships among Earth, the moon, and the sun. Key concepts include a) the motions of Earth, the moon, and the sun; b) the causes for Earth's seasons; c) the causes for the phases of the moon; d) the relative size, position, age, and makeup of Earth, the moon, and the sun;	None	None
Earth/Space Systems and Earth Resources (ESSER)	S-5 7	Recognize that the sun provides the Earth with light and energy.	5S-ESS 3	The student will investigate and understand the relationships among Earth, the moon, and the sun. Key concepts include a) the motions of Earth, the moon, and the sun; b) the causes for Earth's seasons; c) the causes for the phases of the moon; d) the relative size, position, age, and makeup of Earth, the moon, and the sun;	None	None
Earth/Space Living Systems and Ecosystem Interactions (LSEI)	S-5 8	Recognize oceans and identify the organisms that live in them.	5-ESS 5	The student will investigate and understand characteristics of the ocean environment. Key concepts include a) geological characteristics; b) physical characteristics; c) ecological characteristics.	None	None

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Earth/Space Systems and Earth Resources (ESSER)	S-5 9	Recognize natural resources, including those important in Virginia, in connection with their common use and origin.	5S-ESS 4	The student will investigate and understand important Virginia natural resources. Key concepts include a) watershed and water resources; c) minerals, rocks, ores, and energy sources; d) forests, soil, and land	Colorful Crayon Rock Cycle	Ecology (SCI-ECO)
Force, Motion, Energy, and Matter (FMEM)	S-5 10	Recognize objects in motion and changes in motion due to force.	5S-FME 1	The student will investigate and understand characteristics and interactions of moving objects. Key concepts include a) motion is described by an object's direction and speed; b) changes in motion are related to force and mass; c) friction is a force that opposes motion; d) moving objects have kinetic energy.	Become A Scientist The Friction Grand Prix	None
Force, Motion, Energy, and Matter (FMEM)	S-5 11	Recognize electricity as a form of energy with everyday uses, applications, and sources.	5S-FME 2	The student will investigate and understand the characteristics of electricity. Key concepts include a) conductors and insulators; b) basic circuits; c) static electricity; d) the ability of electrical energy to be transformed into light and motion, and to produce heat; e) simple electromagnets and magnetism; f) historical contributions in understanding electricity.	Squishy Circuits The Static Electric Slide Let's Stick Together	Safety (SCI-SAFETY)
Force, Motion, Energy, and Matter (FMEM)	S-5 12	Recognize sound as a form of energy with everyday uses, applications, and sources.	5S-FME 3	The student will investigate and understand how sound is created and transmitted, and how it is used. Key concepts include a) compression waves; b) vibration, compression, wavelength, frequency, amplitude; c) the ability of different media (solids, liquids, and gases) to transmit sound; d) uses and applications of sound waves.	Chicken in a cup	Classification (SCI-CLASS)

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Force, Motion, Energy, and Matter (FMEM)	S-5 13	Recognize light as a form of energy with everyday uses, applications, and sources.	5S-FME 5	The student will investigate and understand basic characteristics of visible light and how it behaves. Key concepts include a) traverse waves; b) the visible spectrum; c) opaque, transparent, and translucent; d) reflection of light from reflective surfaces; e) refraction of light through water and prisms.	Visible Light	Classification (SCI-CLASS)
Force, Motion, Energy, and Matter (FMEM)	S-5 14	Recognize that objects, animals, and plants are made of smaller parts and identify various parts visible to the naked eye.	5S-FME 5	The student will investigate and understand that matter is anything that has mass and takes up space; and occurs as a solid, liquid, or gas. Key concepts include a) distinguishing properties of each phase of matter; b) the effect of temperature on the phases of matter; c) atoms and elements; d) molecules, and compounds; e) mixtures including solutions	Can You Eat Matter? Excavation Station Force, Motion, Energy and Matter	Chemical reactions (SCI-CHEM)
Force, Motion, Energy, and Matter (FMEM)	S-5 15	Recognize when substances are mixed.	5S-FME 5	The student will investigate and understand that matter is anything that has mass and takes up space; and occurs as a solid, liquid, or gas. Key concepts include a) distinguishing properties of each phase of matter; b) the effect of temperature on the phases of matter; c) atoms and elements; d) molecules, and compounds; e) mixtures including solutions	Oobleck, Solid, Liquid Puking Pumpkins	Chemical reactions (SCI-CHEM)
Force, Motion, Energy, and Matter (FMEM)	S-5 16	Recognize and compare the physical properties of matter in different phases.	5S-FME 5	The student will investigate and understand that matter is anything that has mass, and takes up space; and occurs as a solid, liquid, or gas. Key concepts include a) distinguishing properties of each phase of matter; b) the effect of temperature on the phases of matter; c) atoms and elements; d) molecules, and compounds; e) mixtures including solutions.	Can You Eat Matter? Excavation Station States of Matter Collage Force, Motion, Energy and Matter The Electron Shuffle	Chemical reactions (SCI-CHEM)

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Earth/Space Systems and Earth Resources (ESSER)	S-5 17	Recognize common features of Earth's systems, simple interactions between those features, and the processes that shape Earth.	5S-ESS 6	The student will investigate and understand how Earth's surface is constantly changing. Key concepts include a) identification of rock types; b) the rock cycle and how transformations including between rocks occur; c) Earth history and fossil evidence; d) the basic structure of Earth's interior; e) changes in Earth's crust due to plate tectonics;	Colorful Crayon Rock Cycle Fantastic Fossils Rock Cycles and Transformations Dig Your Way to China Modeling Earth's Interior	Ecology (SCI-ECO)
Earth/Space Systems and Earth Resources (ESSER)	S-5 18	Recognize ways in which people and communities protect Earth's environment and conserve natural resources.	5S-LPS 2f	The student will investigate and understand how plants and animals, including humans, in an ecosystem interact with one another and with the nonliving components in the ecosystem. Key concepts include f) influences of human activity on ecosystems.	Force, Motion, Energy and Matter	Ecology (SCI-ECO)

5th Grade Science VESOL to SOL Crosswalk

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Living Systems and Ecosystem Interactions (LSEI)	S-5 1	Recognize that plants need light, air, and water to grow.	4.2a-c	The student will investigate and understand that plants and animals have structures that distinguish (them from one another and play vital roles in their ability to survive). Key ideas include a) the survival of plants and animals depends on photosynthesis; b) plants and animals have (different) structures and processes for obtaining energy; and c) plants and animals have (different) structures and processes for creating offspring.	Classification (SCI-CLASS)
Living Systems and Ecosystem Interactions (LSEI)	S-5 2	Recognize that living organisms have unique structures that help them obtain what they need to grow and survive.	4.2a-c	The student will investigate and understand that plants and animals have structures that distinguish (them from one another and play vital roles in their ability to survive). Key ideas include a) the survival of plants and animals depends on photosynthesis; b) plants and animals have (different) structures and processes for obtaining energy; and c) plants and animals have (different) structures and processes for creating offspring.	Classification (SCI-CLASS)

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Living Systems and Ecosystem Interactions (LSEI)	S-5 3	Recognize ways in which living organisms interact with other living organisms and non-living parts of an ecosystem.	4.3a-d	The student will investigate and understand that organisms, including humans, interact with one another and with the nonliving components in the ecosystem. Key ideas include a) interrelationships exist in populations, communities, and ecosystems; b) food webs show the flow of energy within an ecosystem; c) changes in an organism's niche and habitat may occur at various stages in its life cycle; and d) classification can be used to identify organisms.	Weather (SCI-WEA)
Earth/Space Systems and Earth Resources (ESSER)	S-5 4	Recognize different types of weather conditions and their characteristics.	4.4a-c	The student will investigate and understand that weather conditions and phenomena affect ecosystems and can be predicted. Key ideas include a) weather measurements create a record that can be used to make weather predictions; b) common and extreme weather events affect ecosystems; and c) long-term seasonal weather trends determine the climate of a region.	None
Earth/Space Systems and Earth Resources (ESSER)	S-5 5	Recognize and compare objects in the solar system and their features.	4.5a-c	The student will investigate and understand that the planets have characteristics and a specific place in the solar system. Key ideas include a) planets rotate on their axes and revolve around the sun; b) planets have characteristics and a specific order in the solar system; and c) the sizes of the sun and planets can be compared to one another.	None
Earth/Space Systems and Earth Resources (ESSER)	S-5 6	Recognize the relationships between Earth, the moon, and the sun.	4.6a-d	The student will investigate and understand that there are relationships among Earth, the moon, and the sun. Key relationships include a) the motions of Earth, the moon, and the sun; b) the causes for Earth's seasons; c) the causes for the four major phases of the moon and the relationship to the tide cycles; and d) the relative size, position, age and makeup of Earth, the moon, and the sun.	None

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Earth/Space Systems and Earth Resources (ESSER)	S-5 7	Recognize that the sun provides the Earth with light and energy.	4.6a-d	The student will investigate and understand that there are relationships among Earth, the moon, and the sun. Key relationships include a) the motions of Earth, the moon, and the sun; b) the causes for Earth's seasons; c) the causes for the four major phases of the moon and the relationship to the tide cycles; and d) the relative size, position, age and makeup of Earth, the moon, and the sun.	None
Earth/Space Living Systems and Ecosystem Interactions (LSEI)	S-5 8	Recognize oceans and identify the organisms that live in them.	4.7a-c	The student will investigate and understand that the ocean environment has characteristics. Key characteristics include a) geology of the ocean floor; b) physical properties and movement of ocean water; and c) interaction of organisms in the ocean.	Ecology (SCI-ECO)
Earth/Space Systems and Earth Resources (ESSER)	S-5 9	Recognize natural resources, including those important in Virginia, in connection with their common use and origin.	4.8a-d	The student will investigate and understand that Virginia has important natural resources. Key resources include a) watersheds and water; b) plants and animals; c) minerals, rocks, and ores; and d) forests, soil, and land.	None
Force, Motion, Energy, and Matter (FMEM)	S-5 10	Recognize objects in motion and changes in motion due to force.	5.3a-e	The student will investigate and understand that there is a relationship between force and energy of moving objects. Key ideas include a) moving objects have kinetic energy; b) motion is described by an object's direction and speed; c) changes in motion are related to net force and mass; d) when objects collide, the contact forces transfer energy and can change objects' motion; and e) friction is a force that opposes motion	Chemical reactions (SCI-CHEM)

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Force, Motion, Energy, and Matter (FMEM)	S-5 11	Recognize electricity as a form of energy with everyday uses, applications, and sources.	5.4a-e	The student will investigate and understand that electricity is transmitted and used in daily life. Key ideas include a) electricity flows easily through conductors but not insulators; b) electricity flows through closed circuits; c) static electricity can be generated by rubbing certain materials together; d) electrical energy can be transformed into radiant, mechanical, and thermal energy; and e) a current flowing through a wire creates a magnetic field.	Safety (SCI-SAFETY)
Force, Motion, Energy, and Matter (FMEM)	S-5 12	Recognize sound as a form of energy with everyday uses, applications, and sources.	5.5a-d	The student will investigate and understand that sound can be produced and transmitted. Key ideas include a) sound is produced when an object or substance vibrates; b) sound is the transfer of energy; c) different media transmit sound differently; and d) sound waves have many uses and applications.	Classification (SCI-CLASS)
Force, Motion, Energy, and Matter (FMEM)	S-5 13	Recognize light as a form of energy with everyday uses, applications, and sources.	5.6a-d	The student will investigate and understand that visible light has certain characteristics and behaves in predictable ways. Key ideas include a) visible light is radiant energy that moves in transverse waves; b) the visible spectrum includes light with different wavelengths; c) matter influences the path of light; and d) radiant energy can be transformed into thermal, mechanical, and electrical energy.	Classification (SCI-CLASS)
Force, Motion, Energy, and Matter (FMEM)	S-5 14	Recognize that objects, animals, and plants are made of smaller parts and identify various parts visible to the naked eye.	5.7a-c	The student will investigate and understand that matter has properties and interactions. Key ideas include a) matter is composed of atoms; b) substances can be mixed together without changes in their physical properties; and c) energy has an effect on the phases of matter.	Chemical reactions (SCI-CHEM)
Force, Motion, Energy, and Matter (FMEM)	S-5 15	Recognize when substances are mixed.	5.7a-c	The student will investigate and understand that matter has properties and interactions. Key ideas include a) matter is composed of atoms; b) substances can be mixed together without changes in their physical properties; and c) energy has an effect on the phases of matter.	Chemical reactions (SCI-CHEM)

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Force, Motion, Energy, and Matter (FMEM)	S-5 16	Recognize and compare the physical properties of matter in different phases.	5.7a-c	The student will investigate and understand that matter has properties and interactions. Key ideas include a) matter is composed of atoms; b) substances can be mixed together without changes in their physical properties; and c) energy has an effect on the phases of matter.	Ecology (SCI-ECO)
Earth/Space Systems and Earth Resources (ESSER)	S-5 17	Recognize common features of Earth's systems, simple interactions between those features, and the processes that shape Earth.	5.8a-e	The student will investigate and understand that Earth constantly changes. Key ideas include a) Earth's internal energy causes movement of material within the Earth; b) plate tectonics describe movement of the crust; c) the rock cycle models the transformation of rocks; d) processes such as weathering, erosion, and deposition change the surface of the Earth; and e) fossils and geologic patterns provide evidence of Earth's change.	Ecology (SCI-ECO)
Earth/Space Systems and Earth Resources (ESSER)	S-5 18	Recognize ways in which people and communities protect Earth's environment and conserve natural resources.	5.9a-c	The student will investigate and understand that the conservation of energy resources is important. Key ideas a) include some sources of energy are considered renewable and others are not; b) individuals and communities have means of conserving both energy and matter; and c) advances in technology improve the ability to transfer and transform energy.	Classification (SCI-CLASS)

8th Grade Science 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
Earth and Space Systems (ESS)	S-8 1	Recognize and compare objects in the solar system and their features.	8S-ESS 5	The student will investigate and understand the organization of the solar system and the interactions among the various bodies that comprise it. Key concepts include a) the sun, moon, Earth, other planets and their moons, dwarf planets, meteors, asteroids, and comets; b) relative size of and distance between planets; c) the role of gravity; d) revolution and rotation; e) the mechanics of day and night and the phases of the moon; f) the unique properties of Earth as a planet g) the relationship of Earth's tilt and the seasons; h) the cause of tides; i) the history and technology of space exploration.	Convection Currents and Thermal Energy	Ecology (SCI-ECO)
Earth and Space Systems (ESS)	S-8 2	Recognize that gravity influences the way objects move on Earth and in space.	8S-ESS 5	The student will investigate and understand the organization of the solar system and the interactions among the various bodies that comprise it. Key concepts include a) the sun, moon, Earth, other planets and their moons, dwarf planets, meteors, asteroids, and comets; b) relative size of and distance between planets; c) the role of gravity; d) revolution and rotation; e) the mechanics of day and night and the phases of the moon; f) the unique properties of Earth as a planet g) the relationship of Earth's tilt and the seasons; h) the cause of tides; i) the history and technology of space exploration.	Energy Transformations	Ecology (SCI-ECO)

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Earth and Space Systems (ESS)	S-8 3	Recognize that the sun provides Earth with light and energy.	8S-ESS 5	The student will investigate and understand the organization of the solar system and the interactions among the various bodies that comprise it. Key concepts include a) the sun, moon, Earth, other planets and their moons, dwarf planets, meteors, asteroids, and comets; b) relative size of and distance between planets; c) the role of gravity; d) revolution and rotation; e) the mechanics of day and night and the phases of the moon; f) the unique properties of Earth as a planet; g) the relationship of Earth's tilt and the seasons; h) the cause of tides; and i) the history and technology of space exploration.	Cloud Formation	Ecology (SCI-ECO)
Force, Motion, Energy, and Matter (FMEM)	S-8 4	Recognize temperature as a measure of how hot or cold matter is and that thermal energy is transferable.	8S-FME1	The student will investigate and understand basic sources of energy, their origins, transformations, and uses. Key concepts include a) potential and kinetic energy; b) the role of the sun in the formation of most energy sources on Earth; c) nonrenewable energy sources; d) renewable energy sources; and e) energy transformations.	Modeling the Atom	Ecology (SCI-ECO)

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Force, Motion, Energy, and Matter (FMEM)	S-8 5	Recognize water phases and how water changes its phase through the water cycle.	8S-ESS 3	The student will investigate and understand the unique properties and characteristics of water and its roles in the natural and human-made environment. Key concepts include a) water as the universal solvent; b) the properties of water in all three phases; c) the action of water in physical and chemical weathering; d) the ability of large bodies of water to store thermal energy and moderate climate; e) the importance of water for agriculture, power generation, and public health; and f) the importance of protecting and maintaining water resources.	Solar System Model	Ecology (SCI-ECO)
Earth and Space Systems (ESS)	S-8 6	Recognize different types of weather conditions and their characteristics.	8S-ESS 4	The student will investigate and understand the properties of air and the structure and dynamics of Earth's atmosphere. Key concepts include a) air as a mixture of gaseous elements and compounds; b) pressure, temperature, and humidity; c) atmospheric changes with altitude; d) natural and human-caused changes to the atmosphere and the importance of protecting and maintaining air quality; e) the relationship of atmospheric measures and weather conditions; and f) basic information from weather maps, including fronts, systems, and basic measurements.	Water Quality	Ecology (SCI-ECO)

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Life Systems and Ecosystems (LSE)	S-8 7	Recognize common features of watersheds and why they are important in Virginia.	8S-ECO 1	The student will investigate and understand the natural processes and human interactions that affect watershed systems. Key concepts include a) the health of ecosystems and the abiotic factors of a watershed; b) the location and structure of Virginia's regional watershed systems; c) divides, tributaries, river systems, and river and stream processes; d) wetlands; e) estuaries; f) major conservation, health, and safety issues associated with watersheds; g) water monitoring and analysis using field equipment including hand-held technology.	None	Ecology (SCI-ECO)
Earth and Space Systems (ESS)	S-8 8	Recognize ways in which people and communities use and impact Earth's environment and resources.	8S-ESS 6	The student will investigate and understand public policy decisions relating to the environment. Key concepts include a) management of renewable resources; b) management of nonrenewable resources; c) the mitigation of land-use and environmental hazards through preventive measures; and d) cost/benefit tradeoffs in conservation policies.	Conservation and Environmental Agencies	Ecology (SCI-ECO)
Earth and Space Systems (ESS)	S-8 9	Recognize different materials humans use that come from Earth's natural resources.	8S-ESS 6	The student will investigate and understand public policy decisions relating to the environment. Key concepts include a) management of renewable resources; b) management of nonrenewable resources; c) the mitigation of land-use and environmental hazards through preventive measures; and d) cost/benefit tradeoffs in conservation policies.	Conservation of Water	Ecology (SCI-ECO)

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Life Systems and Ecosystems (LSE)	S-8 10	Recognize that animals and plants have characteristics related to different functions which can be used to tell these organisms apart.	8S-LS 2	The student will investigate and understand that living things show patterns of cellular organization. Key concepts include a) cells, tissues, organs, and systems; and b) patterns of cellular organization and their relationship to life processes in living things.	Levels of Cellular Organization	Classification (SCI-CLASS)
Life Systems and Ecosystems (LSE)	S-8 11	Recognize that plants need light, air, and water to grow through a process called photosynthesis.	8S-LS 4	The student will investigate and understand the basic physical and chemical processes of photosynthesis and its importance to plant and animal life. Key concepts include a) energy transfer between sunlight and chlorophyll; b) transformation of water and carbon dioxide into sugar and oxygen; and c) photosynthesis as the foundation of virtually all food webs.	Classification of Organisms	Classification (SCI-CLASS)
Life Systems and Ecosystems (LSE)	S-8 12	Recognize that living organisms need food to obtain energy and grow.	8S-LS 4	The student will investigate and understand the basic physical and chemical processes of photosynthesis and its importance to plant and animal life. Key concepts include a) energy transfer between sunlight and chlorophyll; b) transformation of water and carbon dioxide into sugar and oxygen; and c) photosynthesis as the foundation of virtually all food webs.	Animal Phyla and Plant Divisions	Classification (SCI-CLASS)
Life Systems and Ecosystems (LSE)	S-8 13	Recognize ways in which living organisms interact with other living organisms and non-living parts of an ecosystem.	8S-ECO 3	The student will investigate and understand that interactions exist among members of a population. Key concepts include a) competition, cooperation, social hierarchy, territorial imperative; and b) influence of behavior on a population.	Freshwater Food Chains	Classification (SCI-CLASS)

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Life Systems and Ecosystems (LSE)	S-8 14	Recognize traits that help living organisms adapt and survive.	8S-ECO 5	The student will investigate and understand how organisms adapt to biotic and abiotic factors in an ecosystem. Key concepts include a) differences between ecosystems and biomes; b) characteristics of land, marine, and freshwater ecosystems; and c) adaptations that enable organisms to survive within a specific ecosystem.	A Salt Marsh Ecosystem	Ecology (SCI-ECO)
Life Systems and Ecosystems (LSE)	S-8 15	Recognize living organisms in an ecosystem, the resources available in that ecosystem, and how changes in resources (i.e., food, water, shelter, habitat) affect the growth of their population.	8S-ECO 6	The student will investigate and understand that ecosystems, communities, populations, and organisms are dynamic, change over time, and respond to daily, seasonal, and long-term changes in their environment. Key concepts include a) phototropism, hibernation, and dormancy; b) factors that increase or decrease population size; and c) eutrophication, climate changes, and catastrophic disturbances.	A Designed Organism	None
Life Systems and Ecosystems (LSE)	S-8 16	Recognize that reproduction produces offspring with similar though varied traits.	8S-LS 5	The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key concepts include a) the structure and role of DNA; b) the function of genes and chromosomes; c) genotypes and phenotypes; d) characteristics that can and cannot be inherited; e) genetic engineering and its applications; and f) historical contributions and significance of discoveries related to genetics.	A-Mazing Plants	None

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Life Systems and Ecosystems (LSE)	S-8 17	Recognize anatomically similar organisms.	8S-LS 5	The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key concepts include a) the structure and role of DNA; b) the function of genes and chromosomes; c) genotypes and phenotypes; d) characteristics that can and cannot be inherited; e) genetic engineering and its applications; and f) historical contributions and significance of discoveries related to genetics.	Changes in Ecosystems	None
Force, Motion, Energy, and Matter (FMEM)	S-8 18	Recognize that objects, animals, and plants are made of smaller parts and identify various seen and unseen parts.		The student will investigate and understand the modern and historical models of atomic structure. Key concepts include a) the contributions of Dalton, Thomson, Rutherford, and Bohr in understanding the atom; and b) the modern model of atomic structure.	The Particle Theory of Matter	None
Force, Motion, Energy, and Matter (FMEM)	S-8 19	Recognize and measure the physical and chemical properties of matter including before or after a physical or chemical change occurs.	8S-FME 5	The student will investigate and understand the nature of matter. Key concepts include a) the particle theory of matter; b) elements, compounds, mixtures, acids, bases, and salts; c) solids, liquids, and gases; d) physical properties; e) chemical properties; and f) characteristics of types of matter based on physical and chemical properties.	Historical Models of Atoms	None
Force, Motion, Energy, and Matter (FMEM)	S-8 20	Recognize basic forms of energy and that energy is transferred and transformed.	8S-ESS 1	The student will investigate and understand basic sources of energy, their origins, transformations, and uses. Key concepts include b) the role of the sun in the formation of most energy sources on Earth c) nonrenewable energy sources d) renewable energy sources	Wind Turbine	Safety (SCI-Safety)

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Force, Motion, Energy, and Matter (FMEM)	S-8 21	Recognize objects in motion involving actions and reactions.	8S-FME 1	The student will investigate and understand basic sources of energy, their origins, transformations, and uses. Key concepts include a) potential and kinetic energy e) energy transformations.	Become a Scientist Electron shuffle	None
Force, Motion, Energy, and Matter (FMEM)	S-8 22	Recognize that the force, mass, and motion of objects are related and comparable.	8S-FME 1	The student will investigate and understand basic sources of energy, their origins, transformations, and uses. Key concepts include a) potential and kinetic energy e) energy transformations.	Become a Scientist	None

8th Grade Science VESOL to SOL Crosswalk

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Earth and Space Systems (ESS)	S-8 1	Recognize and compare objects in the solar system and their features.	6.2a-d	The student will investigate and understand that the solar system (is organized and the various bodies in the solar system interact) Key ideas include a) matter (is distributed throughout) the solar system; b) planets (have different sizes and) orbit at (different distances from the sun); c) gravity (contributes to) orbital motion; and d) the understanding of the solar system has developed over time.	
Earth and Space Systems (ESS)	S-8 2	Recognize that gravity influences the way objects move on Earth and in space.	6.2a-d	The student will investigate and understand that the solar system (is organized and the various bodies in the solar system interact) Key ideas include a) matter (is distributed throughout) the solar system; b) planets (have different sizes and) orbit at (different distances from the sun); c) gravity (contributes to) orbital motion; and d) the understanding of the solar system has developed over time.	

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Earth and Space Systems (ESS)	S-8 3	Recognize that the sun provides Earth with light and energy.	6.3a-e	The student will investigate and understand that there is a relationship between the sun, Earth, and the moon. Key ideas include a) Earth has unique properties; b) the rotation of Earth (in relationship to the sun causes) day and night; c) the movement of Earth and the moon in relationship to the sun causes phases of the moon; d) Earth's tilt as it revolves around the sun causes the seasons; and e) the relationship between Earth and the moon (is the primary cause of) tides.	
Force, Motion, Energy, and Matter (FMEM)	S-8 4	Recognize temperature as a measure of how hot or cold matter is and that thermal energy is transferable.	6.4a-d	The student will investigate and understand that there are basic sources of energy, and that energy can be transformed. Key ideas include a) the sun is (important in the formation of most) energy sources on Earth; b) Earth's energy budget relates to living systems and Earth's processes; c) radiation, conduction, and convection distribute energy; and d) energy transformations are important in energy usage.	
Force, Motion, Energy, and Matter (FMEM)	S-8 5	Recognize water phases and how water changes its phase through the water cycle.	6.6a-f	The student will investigate and understand that water has (unique physical properties and has a role) in the natural and human-made environment. Key ideas include a) water is referred to as the universal solvent; b) water has specific properties; c) thermal energy has a role in phase changes; d) water has a role in weathering; e) large bodies of water moderate climate; and f) water (is important for) agriculture, power generation, and public health.	

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Earth and Space Systems (ESS)	S-8 6	Recognize different types of weather conditions and their characteristics.	6.7a-f	The student will investigate and understand that air has properties and that Earth's atmosphere has (structure and is dynamic). Key ideas include a) air is a mixture of gaseous elements and compounds; b) the atmosphere has physical characteristics; c) properties of the atmosphere change with altitude; d) there is a relationship between air movement, thermal energy, and weather conditions; e) atmospheric measures are used to predict weather conditions; and f) weather maps give basic information about fronts, systems, and weather measurements.	
Life Systems and Ecosystems (LSE)	S-8 7	Recognize common features of watersheds and why they are important in Virginia.	6.8a-d	The student will investigate and understand that land and water have roles in watershed systems. Key ideas include a) a watershed is composed of the land that drains into a body of water; b) Virginia is composed of multiple watershed systems which have specific features; c) the Chesapeake Bay is an estuary that has many important functions; and d) natural processes, human activities, and biotic and abiotic factors influence the health of a watershed system.	
Earth and Space Systems (ESS)	S-8 8	Recognize ways in which people and communities use and impact Earth's environment and resources.	6.9a-f	The student will investigate and understand that humans impact the environment and individuals can influence public policy decisions related to energy and the environment. Key ideas include a) natural resources are important to (protect and maintain); b) renewable and nonrenewable (resources can be managed); c) major health and safety issues (are associated with) air and water quality; d) major health and safety (issues are related to different forms of energy); e) preventive measures can protect land-use and reduce environmental hazards; and f) there are cost/benefit tradeoffs in conservation policies.	

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Earth and Space Systems (ESS)	S-8 9	Recognize different materials humans use that come from Earth's natural resources.	6.9a-f	The student will investigate and understand that humans impact the environment and individuals can influence public policy decisions related to energy and the environment. Key ideas include a) natural resources are important to (protect and maintain); b) renewable and nonrenewable (resources can be managed); c) major health and safety issues (are associated with) air and water quality; d) major health and safety (issues are related to different forms of energy); e) preventive measures can protect land-use and reduce environmental hazards; and f) there are cost/benefit tradeoffs in conservation policies.	
Life Systems and Ecosystems (LSE)	S-8 10	Recognize that animals and plants have characteristics related to different functions which can be used to tell these organisms apart.	LS.3a-c	The student will investigate and understand that there are levels of structural organization in living things. Key ideas include a) patterns of cellular organization support life processes; b) unicellular and multicellular organisms have comparative structures; and c) similar characteristics determine the classification of organisms.	
Life Systems and Ecosystems (LSE)	S-8 11	Recognize that plants need light, air, and water to grow through a process called photosynthesis.	LS.4a-b	The student will investigate and understand that there are chemical processes of energy transfer which are important for life. Key ideas include a) photosynthesis is the foundation of virtually all food webs; and b) photosynthesis and cellular respiration support life processes.	
Life Systems and Ecosystems (LSE)	S-8 12	Recognize that living organisms need food to obtain energy and grow.	LS.4a-b	The student will investigate and understand that there are chemical processes of energy transfer which are important for life. Key ideas include a) photosynthesis is the foundation of virtually all food webs; and b) photosynthesis and cellular respiration support life processes.	

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Life Systems and Ecosystems (LSE)	S-8 13	Recognize ways in which living organisms interact with other living organisms and non-living parts of an ecosystem.	LS.6a-d	The student will investigate and understand that populations in a biological community interact and are interdependent. Key ideas include a) relationships exist between predators and prey and these relationships are modeled in food webs; b) the availability and use of resources may lead to competition and cooperation; c) symbiotic relationships support the survival of different species; and d) the niche of each organism supports survival.	
Life Systems and Ecosystems (LSE)	S-8 14	Recognize traits that help living organisms adapt and survive.	LS.7a-b	The student will investigate and understand that adaptations support an organism's survival in an ecosystem. Key ideas include a) biotic and abiotic factors define land, marine, and freshwater ecosystems; and b) physical and behavioral characteristics enable organisms to survive within a specific ecosystem.	
Life Systems and Ecosystems (LSE)	S-8 15	Recognize living organisms in an ecosystem, the resources available in that ecosystem, and how changes in resources (i.e., food, water, shelter, habitat) affect the growth of their population.	LS.8a-c	The student will investigate and understand that ecosystems, communities, populations, and organisms are dynamic and change over time. Key ideas include a) organisms respond to daily, seasonal, and long-term changes; b) changes in the environment may increase or decrease population size; and c) large-scale changes such as eutrophication, climate changes, and catastrophic disturbances affect ecosystems.	
Life Systems and Ecosystems (LSE)	S-8 16	Recognize that reproduction produces offspring with similar though varied traits.	LS.10a-c	The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key ideas include a) DNA has a role in making proteins that determine organism traits; b) the role of meiosis is to transfer traits to the next generation; and c) Punnett squares are mathematical models used to predict the probability of traits in offspring.	

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Life Systems and Ecosystems (LSE)	S-8 17	Recognize anatomically similar organisms.	LS.10a-c	The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key ideas include a) DNA has a role in making proteins that determine organism traits; b) the role of meiosis is to transfer traits to the next generation; and c) Punnett squares are mathematical models used to predict the probability of traits in offspring.	
Force, Motion, Energy, and Matter (FMEM)	S-8 18	Recognize that objects, animals, and plants are made of smaller parts and identify various seen and unseen parts.	PS.2a-c	The student will investigate (and understand that) matter is composed of atoms. Key ideas include a) our understanding (of atoms) has developed (over time); b) the periodic table (can be used to) predict (the chemical and physical) properties of matter; and c) the kinetic molecular theory (is used to) predict and explain matter interactions.	
Force, Motion, Energy, and Matter (FMEM)	S-8 19	Recognize and measure the physical and chemical properties of matter including before or after a physical or chemical change occurs.	PS.3a-d	The student will investigate and understand that matter has properties and is conserved in chemical and physical processes. Key ideas include a) pure substances can be identified based on their chemical and physical properties; b) pure substances can undergo physical and chemical changes that may result in a change of properties; c) compounds form through ionic and covalent bonding; and d) balanced chemical equations model the conservation of matter.	
Force, Motion, Energy, and Matter (FMEM)	S-8 20	Recognize basic forms of energy and that energy is transferred and transformed.	PS.5a-c	The student will investigate and understand that energy is conserved. Key ideas include a) energy can be stored in different ways; b) energy is transferred and transformed; and c) energy can be transformed to meet societal needs.	
Force, Motion, Energy, and Matter (FMEM)	S-8 21	Recognize objects in motion involving actions and reactions.	PS.8a-b	The student will investigate and understand that work, force, and motion are related. Key ideas include a) motion can be described using position and time; and b) motion is described by Newton's laws.	
Force, Motion, Energy, and Matter (FMEM)	S-8 22	Recognize that the force, mass, and motion of objects are related and comparable.	PS.8a-b	The student will investigate and understand that work, force, and motion are related. Key ideas include a) motion can be described using position and time; and b) motion is described by Newton's laws.	

High School Science 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
Life at the Molecular/ Cellular and Systems/ Organisms Levels (LMCSOL)	S-HS 1	Recognize that humans and animals need oxygen to breathe, water to drink, and food to eat in order to grow and obtain energy	8S-LS 2 extended	The student will investigate and understand that living things show patterns of cellular organization. Key concepts include a) cells, tissues, organs, and systems; b) patterns of cell organization and their relationship to life processes in living things	Life Systems: Animals Vs. Plants	Classification (SCI-CLASS)
Life at the Molecular/ Cellular and Systems/ Organisms Levels (LMCSOL)	S-HS 2	Recognize that plants need light, air, and water to grow and create energy through photosynthesis.	8S-LS 4 extended	The student will investigate and understand the basic physical and chemical processes of photosynthesis and its importance to plant and animal life. Key concepts include a) energy transfer between sunlight and chlorophyll; b) transformation of water and carbon dioxide into sugar and oxygen; c) photosynthesis as the foundation of virtually all food webs	Photostatic Overview	Classification (SCI-CLASS)
Life at the Molecular/ Cellular and Systems/ Organisms Levels (LMCSOL)	S-HS 3	Recognize that bacteria and viruses have an impact on human health and that people can take simple steps to support health and wellness.	None	None	None	Safety and Health (IND-SAFETY)

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Life at the Molecular/ Cellular and Systems/ Organisms Levels (LMCSOL)	S-HS 4	Recognize that reproduction produces offspring with similar, though varied, traits.	8S-LS 5	The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key concepts include a) the structure and role of DNA; b) the function of genes and chromosomes; c) genotypes and phenotypes; d) characteristics that can and cannot be inherited; e) genetic engineering and its applications; f) historical contributions and significance of discoveries related to genetics.	None	None
Life at the Molecular/ Cellular and Systems/ Organisms Levels (LMCSOL)	S-HS 5	Recognize and compare plants and animals and the ways in which their unique structures and behaviors are connected to their functions.	8S-LS 3 extended	The student will investigate and understand how organisms can be classified. Key concepts include a) the distinguishing characteristics of domains of organisms; b) the distinguishing characteristics of kingdoms of organisms; c) the distinguishing characteristics of major animal phyla and plant divisions; d) the characteristics that define a species	Classroom Categorization	Classification (SCI-CLASS)
Interactions of Life Forms and Ecosystem Dynamics (ILFED)	S-HS 6	Recognize that animals have traits that help them reproduce and survive and those with advantageous traits are more likely to reproduce and survive.	8S-LS 6	The student will investigate and understand that populations of organisms change over time. Key concepts include a) the relationships of mutation, adaptation, natural selection, and extinction.	Adaptation and Evolution	Ecology (SCI-ECO)
Interactions of Life Forms and Ecosystem Dynamics (ILFED)	S-HS 7	Recognize ways in which living organisms' traits help them adapt to and survive their environment.	8S-ESS 7	The student will investigate and understand that populations of organisms change over time. Key concepts include b) evidence of evolution of different species in the fossil record; c) how environmental influences, as well as genetic variation, can lead to diversity of organisms.	Adaptation and Evolution	Ecology (SCI-ECO)

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Interactions of Life Forms and Ecosystem Dynamics (ILFED)	S-HS 8	Recognize resources and factors that affect living organisms and how living organisms respond to changes within their ecosystem.	8S-ECO 2	The student will investigate and understand that organisms within an ecosystem are dependent on one another and on nonliving components of the environment. Key concepts include a) the carbon, water, and nitrogen cycles; b) interactions resulting in a flow of energy and matter throughout the system; c) complex relationships within terrestrial, freshwater, and marine ecosystems; d) energy flow in food webs and energy pyramids.	Succession	Ecology (SCI-ECO)
Interactions of Life Forms and Ecosystem Dynamics (ILFED)	S-HS 9	Recognize ways in which living organisms interact with other living and non-living parts of environments and ecosystems, and how interactions might change under different conditions.	8S-ECO 4	The student will investigate and understand interactions among populations in a biological community. Key concepts include a) the relationships among producers, consumers, and decomposers in food webs; b) the relationship between predators and prey; c) competition and cooperation; d) symbiotic relationships; e) niches.	Succession	Ecology (SCI-ECO)

High School Science VESOL to SOL Crosswalk

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Life at the Molecular/ Cellular and Systems/ Organisms Levels (LMCSOL)	S-HS 1	Recognize that humans and animals need oxygen to breathe, water to drink, and food to eat in order to grow and obtain energy.	BIO.2a-e	The student will investigate and understand that chemical and biochemical processes are essential for life. Key ideas include a) water chemistry has an influence on life processes; b) macromolecules have roles in maintaining life processes; c) enzymes have a role in biochemical processes; d) protein synthesis is the process of forming proteins which influences inheritance and evolution; and e) the processes of photosynthesis and respiration include the capture, storage, transformation, and flow of energy.	Classification (SCI-CLASS)

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Life at the Molecular/ Cellular and Systems/ Organisms Levels (LMCSOL)	S-HS 2	Recognize that plants need light, air, and water to grow and create energy through photosynthesis.	BIO.2a-e	The student will investigate and understand that chemical and biochemical processes are essential for life. Key ideas include a) water chemistry has an influence on life processes; b) macromolecules have roles in maintaining life processes; c) enzymes have a role in biochemical processes; d) protein synthesis is the process of forming proteins which influences inheritance and evolution; and e) the processes of photosynthesis and respiration include the capture, storage, transformation, and flow of energy.	Classification (SCI-CLASS)
Life at the Molecular/ Cellular and Systems/ Organisms Levels (LMCSOL)	S-HS 3	Recognize that bacteria and viruses have an impact on human health and that people can take simple steps to support health and wellness.	BIO.4a-e	The student will investigate and understand that bacteria and viruses have an effect on living systems. Key ideas include a) viruses depend on a host for metabolic processes; b) the modes of reproduction/replication can be compared; c) the structures and functions can be compared; d) bacteria and viruses have a role in other organisms and the environment; and e) the germ theory of infectious disease is supported by evidence.	Safety and Health (IND-SAFETY)
Life at the Molecular/ Cellular and Systems/ Organisms Levels (LMCSOL)	S-HS 4	Recognize that reproduction produces offspring with similar, though varied, traits.	BIO.5a-b	The student will investigate and understand that there are common mechanisms for inheritance. Key ideas include a) DNA has structure and is the foundation for protein synthesis; b) the structural model of DNA has developed over time; c) the variety of traits in an organism are the result of the expression of various combinations of alleles; d) meiosis has a role in genetic variation between generations; and e) synthetic biology has biological and ethical implications.	None

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Life at the Molecular/ Cellular and Systems/ Organisms Levels (LMCSOL)	S-HS 5	Recognize and compare plants and animals and the ways in which their unique structures and behaviors are connected to their functions.	BIO.6a-f	The student will investigate and understand that modern classification systems can be used as organizational tools for scientists in the study of organisms. Key ideas include a) organisms have structural and biochemical similarities and differences; b) fossil record interpretation can be used to classify organisms; c) developmental stages in different organisms can be used to classify organisms; d) Archaea, Bacteria, and Eukarya are domains based on characteristics of organisms; e) the functions and processes of protists, fungi, plants, and animals allow for comparisons and differentiation within the Eukarya kingdoms; and f) systems of classification are adaptable to new scientific discoveries.	Classification (SCI-CLASS)
Interactions of Life Forms and Ecosystem Dynamics (ILFED)	S-HS 6	Recognize that animals have traits that help them reproduce and survive and those with advantageous traits are more likely to reproduce and survive.	BIO.7a-d	The student will investigate and understand that populations change through time. Key ideas include a) evidence is found in fossil records and through DNA analysis; b) genetic variation, reproductive strategies, and environmental pressures affect the survival of populations; c) natural selection is a mechanism that leads to adaptations and may lead to the emergence of new species; and d) biological evolution has scientific evidence and explanations.	Ecology (SCI-ECO)
Interactions of Life Forms and Ecosystem Dynamics (ILFED)	S-HS 7	Recognize ways in which living organisms' traits help them adapt to and survive their environment.	BIO.7a-d	The student will investigate and understand that populations change through time. Key ideas include a) evidence is found in fossil records and through DNA analysis; b) genetic variation, reproductive strategies, and environmental pressures affect the survival of populations; c) natural selection is a mechanism that leads to adaptations and may lead to the emergence of new species; and d) biological evolution has scientific evidence and explanations.	Ecology (SCI-ECO)

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Interactions of Life Forms and Ecosystem Dynamics (ILFED)	S-HS 8	Recognize resources and factors that affect living organisms and how living organisms respond to changes within their ecosystem.	BIO.8a-d	The student will investigate and understand that there are dynamic equilibria within populations, communities, and ecosystems. Key ideas include a) interactions within and among populations include carrying capacities, limiting factors, and growth curves; b) nutrients cycle with energy flow through ecosystems; c) ecosystems have succession patterns; and d) natural events and human activities influence local and global ecosystems and may affect the flora and fauna of Virginia.	Ecology (SCI-ECO)
Interactions of Life Forms and Ecosystem Dynamics (ILFED)	S-HS 9	Recognize ways in which living organisms interact with other living and non-living parts of environments and ecosystems, and how interactions might change under different conditions.	BIO.8a-d	The student will investigate and understand that there are dynamic equilibria within populations, communities, and ecosystems. Key ideas include a) interactions within and among populations include carrying capacities, limiting factors, and growth curves; b) nutrients cycle with energy flow through ecosystems; c) ecosystems have succession patterns; and d) natural events and human activities influence local and global ecosystems and may affect the flora and fauna of Virginia.	Ecology (SCI-ECO)

Math

3rd Grade Math 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
Number, Number Sense, Computation, and Estimation (NNSCE)	M-3 1	Match number names to numerals up to 20.	3M-NSCE 1	The student will a) identify and write numerals 0 to 30; b) identify the place value of tens on a number line between the numbers 0 to 30.	Grade 3 Mathematics Sample Activities: Page 1 Grade 3 Mathematics Materials: pages 1-5	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-3 2	Identify the closest number above or below a given number up to 20.	3M-NSCE 1	The student will b) identify the place value of tens on a number line between the numbers 0 to 30.	Grade 3 Mathematics Sample Activities: Page 1 Grade 3 Mathematics Materials: pages 1-5	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-3 3	Compare whole numbers up to 20.	3M-NSCE 1	The student will a) identify and write numerals 0 to 30; b) identify the place value of tens on a number line between the numbers 0 to 30.	Grade 3 Mathematics Sample Activities: Page 1 Grade 3 Mathematics Materials: pages 1-5	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-3 4	Identify and match representations of one half for numbers up to 20.	3M-NSCE 3	The student will a) differentiate a fractional part from a whole	Grade 3 Mathematics Sample Activities: Page 2 Grade 3 Mathematics Materials: page 8	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-3 5	Add and subtract whole numbers up to 20.	3M-NSCE 2	The student will a) solve addition and subtraction problems when result is unknown with number 0–30.	Grade 3 Mathematics Sample Activities: Page 1 Grade 3 Mathematics Materials: pages 6-7	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-3 6	Solve one-step word problems using addition and subtraction.	3M-NSCE 4	The student will a) add to solve single-step story problems from 0–30.	Grade 3 Mathematics Sample Activities: Page 2	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-3 7	Identify a product of whole number groups 1-5.	3M-NSCE 6	The student will a) use repeated addition and equal groups to find the total number of objects to find the sum.	Grade 3 Mathematics Sample Activities: Page 3 Grade 3 Mathematics Materials: pages 9-13	Mathematical Reasoning MATH-MR

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Measurement and Geometry (MG)	M-3 9	Compare length using simple terms: same, shorter, longer.	3M-MG 2	The student will a) order by length using non-standard units; c) measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks	Grade 3 Mathematics Sample Activities: Page 4	Measurement MATH-MEAS
Measurement and Geometry (MG)	M-3 10	Compare volume using simple terms: same, more, less, larger, smaller.	3M-MG 2	The student will b) identify standard units of measure for mass and volume;	Grade 3 Mathematics Sample Activities: Page 4	Measurement MATH-MEAS
Measurement and Geometry (MG)	M-3 11	Determine perimeter of equilateral triangles and squares.				Geometric and Spatial Reasoning MATH-GSR
Measurement and Geometry (MG)	M-3 12	Determine the area of squares and rectangles.				Geometric and Spatial Reasoning MATH-GSR
Measurement and Geometry (MG)	M-3 13	Tell time to the nearest hour using a digital clock, including with context.	3M-MG 3	The student will a) tell time to the hour on a digital clock	Grade 3 Mathematics Sample Activities: Page 4	Time, Task and Resource Management MATH – TTRM
Measurement and Geometry (MG)	M-3 14	Use attributes of triangles, squares, and circles to identify shapes.	3M-MG 4	The student will a) recognize that shapes in different categories can share attributes.	Grade 3 Mathematics Sample Activities: Page 4	Geometric and Spatial Reasoning MATH-GSR
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-3 16	Compare categories represented in picture graphs using simple terms: same, more, less.	3M-PSPFA 1	The student will a) create picture graphs from collected measurement data; b) use picture or bar graph data to answer questions; c) insert data into a preconstructed bar graph template; d) interpret data from a variety of graphs to answer questions.	Grade 3 Mathematics Sample Activities: Page 6	Data Sense MATH-DATA

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-3 17	Perform basic counting operations, including skip counting by 2s and 5s.	3M-PSPFA 2	The student will a) identify arithmetic patterns.	Grade 3 Mathematics Sample Activities: Page 6	Mathematical Reasoning MATH-MR

3rd Grade Math VESOL to SOL Crosswalk

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Number, Number Sense, Computation, and Estimation (NNSCE)	M-3 1	Match number names and numerals up to 20.	3.1a	The student will read, write, and identify the place and value of each digit in a six-digit whole number, with and without models.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-3 2	Identify the closest number above or below a given number up to 20.	3.1b	The student will round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-3 3	Compare whole numbers up to 20.	3.1c	The student will compare and order whole numbers, each 9,999 or less.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-3 4	Identify and match representations of one half for numbers up to 20.	3.2a	The student will name and write fractions and mixed numbers represented by a model.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-3 5	Add and subtract whole numbers up to 20.	3.3a	The student will estimate and determine the sum or difference of two whole numbers.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-3 6	Solve one-step word problems using addition and subtraction.	3.3b	The student will create and solve single-step and multistep practical problems involving sums or differences of two whole numbers, each 9,999 or less.	Mathematical Reasoning MATH-MR

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Number, Number Sense, Computation, and Estimation (NNSCE)	M-3 7	Identify a product of whole number groups 1-5.	3.4c	The student will demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10.	Mathematical Reasoning MATH-MR
Measurement and Geometry (MG)	M-3 9	Compare length using simple terms: same, shorter, longer.	3.7a	The student will estimate and use U.S. Customary and metric units to measure length to the nearest 1/2-inch, inch, foot, yard, centimeter, and meter.	Measurement MATH-MEAS
Measurement and Geometry (MG)	M-3 10	Compare volume using simple terms: same, more, less, larger, smaller.	3.7b	The student will estimate and use U.S. Customary and metric units to measure liquid volume in cups, pints, quarts, gallons, and liters.	Measurement MATH-MEAS
Measurement and Geometry (MG)	M-3 11	Determine perimeter of equilateral triangles and squares.	3.8a	The student will estimate and measure the distance around a polygon in order to determine its perimeter using U.S. Customary and metric units.	Geometric and Spatial Reasoning MATH-GSR
Measurement and Geometry (MG)	M-3 12	Determine the area of squares and rectangles.	3.8b	The student will estimate and count the number of square units needed to cover a given surface in order to determine its area.	Geometric and Spatial Reasoning MATH-GSR
Measurement and Geometry (MG)	M-3 13	Tell time to the nearest hour using a digital clock, including with context.	3.9a	The student will tell time to the nearest minute, using analog and digital clocks.	Time, Task and Resource Management MATH – TTRM
Measurement and Geometry (MG)	M-3 14	Use attributes of triangles, squares, and circles to identify shapes.	3.12a	The student will define polygon.	Geometric and Spatial Reasoning MATH-GSR
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-3 16	Compare categories represented in picture graphs using simple terms: same, more, less.	3.15a	The student will collect, organize, and represent data in pictographs or bar graphs.	Data Sense MATH-DATA
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-3 17	Perform basic pattern counting operations, including skip counting by 2s and 5s.	3.16	The student will identify, describe, create, and extend patterns found in objects, pictures, numbers and tables.	Mathematical Reasoning MATH-MR

4th Grade Math 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
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 1	Match number names to numerals up to 40.	4M-NSCE 1	The student will a) compare numbers to each other based on place value groups by composing and decomposing to 50;	Grade 4 Mathematics Sample Activities: Page 1 Grade 4 Mathematics Materials: pages 1-7	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 2	Use place value to identify numbers that are multiples of 10 and identify ones versus tens place.	4M-NSCE 1	The student will b) compare whole numbers (<, >, =);	Grade 4 Mathematics Sample Activities: Page 1 Grade 4 Mathematics Materials: pages 1-7	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 3	Identify the closest number above or below a given number up to 40.	4M-NSCE 1	The student will c) round one-and two-digit whole numbers from 0–50 to the nearest 10.	Grade 4 Mathematics Sample Activities: Page 1 Grade 4 Mathematics Materials: pages 1-7	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 4	Compare whole numbers 1-40 and fractions 1/2 and 1/4.	4M-NSCE 2	The student will a) represent equivalent fractions (e.g., 2/4 = 1/2).	Grade 4 Mathematics Sample Activities: Page 2 Grade 4 Mathematics Materials: page 8	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 5	Identify wholes, halves, or quarters.	4M-NSCE 2	The student will a) represent equivalent fractions (e.g., 2/4 = 1/2).	Grade 4 Mathematics Sample Activities: Page 2 Grade 4 Mathematics Materials: page 8	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 6	Compare whole numbers 1-40 and decimals .0 and .5.	4M-NSCE 3	The student will a) round money to a nearest dollar.	Grade 4 Mathematics Sample Activities: Page 2 Grade 4 Mathematics Materials: page 9	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 7	Identify whole numbers (e.g., written as 1.0) and match decimals .5 and .25 with 1/2 and 1/4.ps 1-5.	None	None	None	Mathematical Reasoning MATH-MR

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 8	Multiply numbers up to 10; match an array to the correct number up to 40.	4M-NSCE 5	The student will a) show one way to arrive at product.	Grade 4 Mathematics Sample Activities: Pages 5 & 6 Grade 4 Mathematics Materials: page 12	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 9	Add and subtract numbers up to 40.	4M-NSCE 4	The student will b) add and subtract double-digit whole numbers.	Grade 4 Mathematics Sample Activities: Pages 3 & 4 Grade 4 Mathematics Materials: pages 10-11	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 10	Solve division problems using numbers up to 10.	None	None	None	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 11	Solve one-step word problems using addition, subtraction, or multiplication	4M-NSCE 4	The student will a) solve single-step word problems using addition or subtraction	Grade 4 Mathematics Sample Activities: Pages 3 & 4 Grade 4 Mathematics Materials: pages 10-11	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 12	Add wholes, halves, and quarters.	None	None	None	Mathematical Reasoning MATH-MR
Measurement and Geometry (MG)	M-4 15	Use unit square feet to determine areas up to 20 square feet.	None	None	None	Geometric and Spatial Reasoning MATH-GSR
Measurement and Geometry (MG)	M-4 16	Measure length in inches and centimeters.	4M-MG 1	The student will a) identify smaller measurement units that divide a larger unit within a measurement system.	Grade 4 Mathematics Sample Activities: Page 6	Measurement MATH-MEAS
Measurement and Geometry (MG)	M-4 17	Measure weight in pounds.	4M-MG 1	The student will a) identify smaller measurement units that divide a larger unit within a measurement system.	Grade 4 Mathematics Sample Activities: Page 6	Measurement MATH-MEAS

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Measurement and Geometry (MG)	M-4 19	Identify points, line segments, and angles.	4M-MG 3	The student will a) distinguish between parallel and intersecting lines.	Grade 4 Mathematics Sample Activities: Page 6 Grade 4 Mathematics Materials: pages 13-14	Geometric and Spatial Reasoning MATH-GSR
Measurement and Geometry (MG)	M-4 20	Identify triangles, circles, squares, and rectangles.	None	None	None	Geometric and Spatial Reasoning MATH-GSR
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-4 22	Perform basic pattern counting operations, including skip counting by 2s, 3s, 5s, and 10s	4M-PSPFA 1	The student will a) use repeating patterns to make predictions.	Grade 4 Mathematics Sample Activities: Page 7	Mathematical Reasoning MATH-MR

4th Grade Math VESOL to SOL Crosswalk

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 1	Match number names to numerals up to 40.	4.1a	The student will read, write, and identify the place and value of each digit in a nine-digit whole number.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 2	Use place value to identify numbers that are multiples of 10 and identify ones versus tens place.	4.1b	The student will compare and order whole numbers expressed through millions.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 3	Identify the closest number above or below a given number up to 40.	4.1c	The student will round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 4	Compare whole numbers 1-40 and fractions 1/2 and 1/4.	4.2a	The student will compare and order fractions and mixed numbers, with and without models.	Mathematical Reasoning MATH-MR

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 5	Identify wholes, halves, or quarters.	4.2c	The student will identify the division statement that represents a fraction, with models and in context.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 6	Compare whole numbers 1-40 and decimals .0 and .5.	4.3c	The student will compare and order decimals.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 7	Identify whole numbers (e.g., written as 1.0) and match decimals .5 and .25 with 1/2 and 1/4.ps 1-5.	4.3d	The student will, given a model, write the decimal and fraction equivalents.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 8	Multiply numbers up to 10; match an array to the correct number up to 40.	4.4a	The student will demonstrate fluency with multiplication facts through 12 x 12, and the corresponding division facts.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 9	Add and subtract numbers up to 40.	4.4b	The student will estimate and determine sums, differences, and products of whole numbers.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 10	Solve division problems using numbers up to 10.	4.4c	The student will estimate and determine quotients of whole numbers, with and without remainders.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 11	Solve one-step word problems using addition, subtraction, or multiplication	4.4d	The student will create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication, and single-step practical problems involving division with whole numbers.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-4 12	Add wholes, halves, and quarters.	4.5b	The student will add and subtract fractions and mixed numbers having like and unlike denominators.	Mathematical Reasoning MATH-MR

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Measurement and Geometry (MG)	M-4 15	Use unit square feet to determine areas up to 20 square feet.	4.7	The student will solve practical problems that involve determining perimeter and area in U.S. Customary and metric units.	Geometric and Spatial Reasoning MATH-GSR
Measurement and Geometry (MG)	M-4 16	Measure length in inches and centimeters.	4.8a	The student will estimate and measure length and describe the result in U.S. Customary and metric units.	Measurement MATH-MEAS
Measurement and Geometry (MG)	M-4 17	Measure weight in pounds.	4.8b	The student will estimate and measure weight/mass and describe the result in U.S. Customary and metric units.	Measurement MATH-MEAS
Measurement and Geometry (MG)	M-4 19	Identify points, line segments, and angles.	4.10a	The student will identify and describe points, lines, line segments, rays, and angles, including endpoints and vertices.	Geometric and Spatial Reasoning MATH-GSR
Measurement and Geometry (MG)	M-4 20	Identify triangles, circles, squares, and rectangles.	4.11	The student will identify, describe, compare, and contrast plane and solid figures according to their characteristics (number of angles, vertices, edges, and the number and shape of faces) using concrete models and pictorial representations.	Geometric and Spatial Reasoning MATH-GSR
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-4 22	Perform basic pattern counting operations, including skip counting by 2s, 3s, 5s, and 10s	4.15	The student will identify, describe, create, and extend patterns found in objects, pictures, numbers, and tables.	Mathematical Reasoning MATH-MR

5th Grade Math 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
Number, Number Sense, Computation, and Estimation (NNSCE)	M-5 1	Identify the location of .5 decimals between two whole numbers on a number line; round .5 decimals up to the nearest whole number.	5M-NSCE 1	The student will c) round two-digit whole numbers to the nearest 10 from 0–90	Grade 5 Mathematics Sample Activities: Page 1 Grade 5 Mathematics Materials: pages 1-2	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-5 2	Identify whole numbers 1-60 and decimals involving .5 when given a verbal description	None	None	None	Mathematical Reasoning MATH-MR

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Number, Number Sense, Computation, and Estimation (NNSCE)	M-5 3	Use place value to identify numbers that are multiples of 10; place value of ones and tens place.	5M-NSCE 1	The student will b) recognize patterns in the number of zeros when multiplying a number by powers of 10	Grade 5 Mathematics Sample Activities: Page 1 Grade 5 Mathematics Materials: pages 1-2	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-5 4	Determine whether a number between 1-40 is divisible by 2, 3, 5, or 10.	5M-NSCE 2	The student will b) apply the concept of fair share and equal shares to divide.	Grade 5 Mathematics Sample Activities: Page 2	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-5 8	Use verbal and graphic models to solve problems involving addition and subtraction of whole numbers 1-30, fractions (1/2, 1/4); add decimals ending in .5	5M-NSCE 4	The student will a) differentiate between halves, fourths, and eighths; b) solve two-step word problems using addition and subtraction of whole numbers.	Grade 5 Mathematics Sample Activities: Page 3 Grade 5 Mathematics Materials: page 3	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-5 9	Solve word problems involving addition and subtraction of whole numbers 1-30; add decimals ending in .5.	5M-NSCE 4	The student will b) solve two-step word problems using addition and subtraction of whole numbers.	Grade 5 Mathematics Sample Activities: Page 3 Grade 5 Mathematics Materials: page 3	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-5 10	Identify representation that matches a verbal description involving the product of whole numbers and whole numbers with 1/2, 1/4, 1/3, and .5.	5M-NSCE 4	The student will a) differentiate between halves, fourths, and eighths	Grade 5 Mathematics Sample Activities: Page 3 Grade 5 Mathematics Materials: page 3	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-5 11	Solve expressions that use parentheses given a verbal/visual model.	None	None	None	Mathematical Reasoning MATH-MR
Measurement and Geometry (MG)	M-5 12	Solve V = b x h volume problems when provided a model that includes the area measure.	5M-MG 1	The student will a) use customary units to measure weight and length of objects; b) determine volume of a cube by counting units of measure.	Grade 5 Mathematics Sample Activities: Page 4	Geometric and Spatial Reasoning MATH-GSR

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Measurement and Geometry (MG)	M-5 13	Solve real world addition problems using unit cubic inches.	5M-MG 1	The student will a) use customary units to measure weight and length of objects; b) determine volume of a cube by counting units of measure.	Grade 5 Mathematics Sample Activities: Page 4	Geometric and Spatial Reasoning MATH-GSR
Measurement and Geometry (MG)	M-5 15	Identify the geometric shape of a given object (e.g., traffic sign)	None	None	None	Geometric and Spatial Reasoning MATH-GSR
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M5-17	Identify missing numeral in a pattern when given the rule.	5M-PSPFA 2	The student will a) identify and extend numerical patterns.	Grade 5 Mathematics Sample Activities: Page 5	Mathematical Reasoning MATH-MR
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M5-18	Identify expressions that match a verbal and/or graphic model.	5M-PSPFA 1	The student will a) compare two sets of data within a single data display such as a picture graph, line plot, or bar graph; b) represent and interpret data on a picture, line plot, or bar graph given a model and a graph to complete.	Grade 5 Mathematics Sample Activities: Page 4	Data Sense MATH-DATA

5th Grade Math VESOL to SOL Crosswalk

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Number, Number Sense, Computation, and Estimation (NNSCE)	M5-1	Identify the location of .5 decimals between two whole numbers on a number line; round .5 decimals up to the nearest whole number.	5.1	The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M5-2	Identify whole numbers 1-60 and decimals involving .5 when given a verbal description	5.2a	The student will represent and identify equivalencies among fractions and decimals, with and without models.	Mathematical Reasoning MATH-MR

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Number, Number Sense, Computation, and Estimation (NNSCE)	M-5 3	Use place value to identify numbers that are multiples of 10; place value of ones and tens place.	5.2b	The student will compare and order fractions, mixed numbers, and/or decimals in a given set, from least to greatest and greatest to least.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-5 4	Determine whether a number between 1-40 is divisible by 2, 3, 5, or 10.	5.3a	The student will identify and describe the characteristics of prime and composite numbers.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-5 8	Use verbal and graphic models to solve problems involving addition and subtraction of whole numbers 1-30, fractions (1/2, 1/4); add decimals ending in .5.	5.5b	The student will create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication of decimals, and create and solve single-step practical problems involving division of decimals.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-5 9	Solve word problems involving addition and subtraction of whole numbers 1-30; add decimals ending in .5.	5.6a	The student will solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-5 10	Identify representation that matches a verbal description involving the product of whole numbers and whole numbers with 1/2, 1/4, 1/3, and .5.	5.6b	The student will solve single-step practical problems involving multiplication of a whole number, limited to 12 or less, and a proper fraction, with models.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-5 11	Solve expressions that use parentheses given a verbal/visual model.	5.7	The student will simplify whole number numerical expressions using the order of operations.	Mathematical Reasoning MATH-MR
Measurement and Geometry (MG)	M-5 12	Solve V = b x h volume problems when provided a model that includes the area measure.	5.8a	The student will solve practical problems that involve perimeter, area, and volume in standard units of measure.	Geometric and Spatial Reasoning MATH-GSR
Measurement and Geometry (MG)	M-5 13	Solve real world addition problems using unit cubic inches.	5.8b	The student will differentiate among perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation.	Geometric and Spatial Reasoning MATH-GSR
Measurement and Geometry (MG)	M-5 15	Identify the geometric shape of a given object (e.g., traffic sign)	5.14b	The student will investigate and describe the results of combining and subdividing polygons.	Geometric and Spatial Reasoning MATH-GSR

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-5 17	Identify missing numeral in a pattern when given the rule.	5.18	The student will identify, describe, create, express, and extend number patterns found in objects, pictures, numbers and tables.	Mathematical Reasoning MATH-MR
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-5 18	VA_MTH_5_PSPFA_5.19A Identify expressions that match a verbal and/or graphic model.	5.19a	The student will investigate and describe the concept of variable	Data Sense MATH-DATA

6th Grade Math 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
Number, Number Sense, Computation, and Estimation (NNSCE)	M6-1	Identify the location of a point representing a fraction or decimal between two whole numbers on a number line.	None	None	None	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-6 3	Compare whole numbers up to 80.	6M-NSCE 2	The student will a) understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero).	Grade 6 Mathematics Sample Activities: Page 1 Grade 6 Mathematics Materials pages 1-2	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-6 4	Solve problems involving addition and subtraction of whole numbers and fractions.	None	None	None	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-6 6	Add, subtract, and multiply positive integers.	6M-NSCE 4	The student will a) solve two factor multiplication problems with products up to 50 using concrete objects and/or calculators.	Grade 6 Mathematics Sample Activities: Page 1	Mathematical Reasoning MATH-MR

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Measurement and Geometry (MG)	M-6 9	Calculate the perimeter of triangles, squares, rectangles, and pentagons.	6M-MG 1	The student will a) demonstrate area	Grade 6 Mathematics Sample Activities: Page 3 Grade 6 Mathematics Materials pages 3-7	Geometric and Spatial Reasoning MATH-GSR
Measurement and Geometry (MG)	M-6 10	Identify points graphed in the first quadrant of the coordinate plane	None	None	None	Geometric and Spatial Reasoning MATH-GSR
Measurement and Geometry (MG)	M-6 11	Identify congruent shapes.	None	None	None	Geometric and Spatial Reasoning MATH-GSR
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-6 12	Interpret data in picture and bar graphs and line plots to identify values of categories.	6M-PSPFA 1	The student will b) summarize data distributions on a graph or table; c) answer a question related to the collected data from an experiment, given a model of data, or from data collected by the student.	Grade 6 Mathematics Sample Activities: Pages 3 & 4	Data Sense MATH-DATA
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-6 13	Calculate whole number averages from a database.	6M-PSPFA 2	The student will a) match an equation to a real-world problem in which variables are used to represent numbers.	Grade 6 Mathematics Sample Activities: Page 4	Data Sense MATH-DATA
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-6 14	Identify a missing value in input and output tables.	None	None	None	Mathematical Reasoning MATH-MR
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-6 15	Identify equivalent expressions and equations using one variable	6M-PSPFA 3	The student will a) demonstrate understanding of equivalent expressions.	Grade 6 Mathematics Sample Activities: Pages 4 & 5	Mathematical Reasoning MATH-MR

6th Grade Math VESOL to SOL Crosswalk

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Number, Number Sense, Computation, and Estimation (NNSCE)	M-6 1	Identify the location of a point representing a fraction or decimal between two whole numbers on a number line.	6.2a	The student will represent and determine equivalencies among fractions, mixed numbers, decimals, and percents.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-6 3	Compare whole numbers up to 80.	6.3b	The student will compare and order integers	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-6 4	Solve problems involving addition and subtraction of whole numbers and fractions.	6.5a	The student will multiply and divide fractions and mixed numbers.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-6 6	Add, subtract, and multiply positive integers.	6.6a	The student will add, subtract, multiply, and divide integers	Mathematical Reasoning MATH-MR
Measurement and Geometry (MG)	M-6 9	Calculate the perimeter of triangles, squares, rectangles, and pentagons.	6.7c	The student will solve problems, including practical problems, involving area and perimeter of triangles and rectangles.	Geometric and Spatial Reasoning MATH-GSR
Measurement and Geometry (MG)	M-6 10	Identify points graphed in the first quadrant of the coordinate plane	6.8a	The student will identify the components of the coordinate plane.	Geometric and Spatial Reasoning MATH-GSR
Measurement and Geometry (MG)	M-6 11	Identify congruent shapes.	6.9	The student will determine congruence of segments, angles, and polygons.	Geometric and Spatial Reasoning MATH-GSR
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-6 12	Interpret data in picture and bar graphs and line plots to identify values of categories.	6.10a	The student, given a practical situation, will represent data in a circle graph.	Data Sense MATH-DATA
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-6 13	Calculate whole number averages from a database.	6.11a	Calculate whole number averages from a dataset.	Data Sense MATH-DATA

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-6 14	Identify a missing value in input and output tables.	6.12a	The student will represent a proportional relationship between two quantities, including those arising from practical situations.	Mathematical Reasoning MATH-MR
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M- 6 15	Identify equivalent expressions and equations using one variable	6.13	The student will solve one-step linear equations in one variable, including practical problems that require the solution of a one-step linear equation in one variable.	Mathematical Reasoning MATH-MR

7th Grade Math 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
Number, Number Sense, Computation, and Estimation (NNSCE)	M-7 1	Compare whole numbers up to 50, including in real world applications (using <, >, =)	7M-NSCE 3	The student will a) use a ratio to model or describe a relationship;	Grade 7 Mathematics Sample Activities: Pages 2-3 Grade 7 Mathematics Materials pages 5-6	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-7 2	Match fractions and corresponding decimals.	None	None	None	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-7 3	Perform math operations with rational numbers in real world applications.	7M-NSCE 1	The student will a) add fractions with like denominators (halves, thirds, fourths, and tenths) with sums less than or equal to one.	Grade 7 Mathematics Sample Activities: Page 1 Grade 7 Mathematics Materials pages 1-4	Mathematical Reasoning MATH-MR
Measurement and Geometry (MG)	M-7 6	Find the volume of a figure given a formula (V = l x w x h or V = b x h)	None	None	None	Measurement MATH-MEAS
Measurement and Geometry (MG)	M-7 7	Identify similar triangles.	None	None	None	Geometric and Spatial Reasoning MATH-GSR

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Measurement and Geometry (MG)	M-7 8	Identify two dimensional shapes based on their characteristics.	7M-MG 2	The student will a) draw or classify and recognize basic two-dimensional geometric shapes without a model (circle, triangle, rectangle/square).	Grade 7 Mathematics Sample Activities: Page 3 Grade 7 Mathematics Materials pages 12-19	Geometric and Spatial Reasoning MATH-GSR
Measurement and Geometry (MG)	M-7 9	Identify points graphed in the first and second quadrants of the coordinate plane	None	None	None	Geometric and Spatial Reasoning MATH-GSR
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-7 10	Determine probabilities in real world applications.	7M-PSPFA 1	The student will a) describe the probability of events occurring as possible or impossible.	Grade 7 Mathematics Sample Activities: Page 4 Grade 7 Mathematics Materials pages 20-21	Data Sense MATH-DATA
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-7 11	Interpret data in picture and bar graphs and line plots to identify values of categories.	None	None	None	Data Sense MATH-DATA
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-7 12	Evaluate expressions with one variable in real world applications, including using money.	None	None	None	Mathematical Reasoning MATH-MR
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-7 13	Solve one-step word problems using whole numbers in real world applications.	None	None	None	Mathematical Reasoning MATH-MR

7th Grade Math VESOL to SOL Crosswalk

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Number, Number Sense, Computation, and Estimation (NNSCE)	M-7 1	Compare whole numbers up to 50, including in real world applications (using <, >, =)	7.1b	The student will compare and order numbers greater than zero written in scientific notation.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-7 2	Match fractions and corresponding decimals.	7.1c	The student will compare and order rational numbers.	Mathematical Reasoning MATH-MR
Number, Number Sense, Computation, and Estimation (NNSCE)	M-7 3	Perform math operations with rational numbers in real world applications.	7.2	Perform math operations with rational numbers in real world applications.	Mathematical Reasoning MATH-MR
Measurement and Geometry (MG)	M-7 6	Find the volume of a figure given a formula (V = l x w x h or V = b x h)	7.4a	The student will describe and determine the volume and surface area of rectangular prisms and cylinders.	Measurement MATH-MEAS
Measurement and Geometry (MG)	M-7 7	Identify similar triangles.	7.5	The student will solve problems, including practical problems, involving the relationship between corresponding sides and corresponding angles of similar quadrilaterals and triangles.	Geometric and Spatial Reasoning MATH-GSR
Measurement and Geometry (MG)	M-7 8	Identify two dimensional shapes based on their characteristics.	7.6a	The student will compare and contrast quadrilaterals based on their properties.	Geometric and Spatial Reasoning MATH-GSR
Measurement and Geometry (MG)	M-7 9	Identify points graphed in the first and second quadrants of the coordinate plane	7.7	The student will apply translations and reflections of right triangles or rectangles in the coordinate plane.	Geometric and Spatial Reasoning MATH-GSR
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-7 10	Determine probabilities in real world applications.	7.8a	The student will determine the theoretical and experimental probabilities of an event.	Data Sense MATH-DATA
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-7 11	Interpret data in picture and bar graphs and line plots to identify values of categories.	7.9a	The student, given data in a practical situation, will represent data in a histogram.	Data Sense MATH-DATA

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-7 12	Evaluate expressions with one variable in real world applications, including using money.	7.11	The student will evaluate algebraic expressions for given replacement values of the variables.	Mathematical Reasoning MATH-MR
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-7 13	Solve one-step word problems using whole numbers in real world applications.	7.12	The student will solve two-step linear equations in one variable, including practical problems that require the solution of a two-step linear equation in one variable.	Mathematical Reasoning MATH-MR

8th Grade Math 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
Measurement and Geometry (MG)	M-8 4	Identify the coordinates of the missing point for given geometric figures.	8M-MG 3	The student will a) identify similarity and congruence (same) in objects and shapes containing angles without transformations; b) identify similar shapes with and without rotation.	Grade 8 Mathematics Sample Activities: Page 2 Grade 8 Mathematics Materials: pages 5-6	Geometric and Spatial Reasoning MATH-GSR
Measurement and Geometry (MG)	M-8 5	Sum areas of squares, rectangles, and triangles to determine the area of a total figure in square units.	None	None	None	Geometric and Spatial Reasoning MATH-GSR
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-8 6	Compare the relative probability of two types of items being selected for an event.	None	None	None	Data Sense MATH-DATA
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-8 7	Identify the line of best fit for a scatter plot of two variables with linear relation.	None	None	None	Data Sense MATH-DATA

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	ASOL #	Aligned Standard of Learning (ASOL)	ASOL Sample Lesson	Applied Studies Competencies
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-8 9	Identify a missing value in output tables based on a function.	8M-PSPFA 4	The student will a) identify the missing number, when given a function table.	Grade 8 Mathematics Sample Activities: Page 5 Grade 8 Mathematics Materials: pages 29-30	Mathematical Reasoning MATH-MR
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-8 10	Identify slope as positive, negative, zero, or undefined.	8M-PSPFA 1	The student will a) determine the values or rule of a function using a graph or a table; b) describe how a graph represents a relationship between two quantities.	Grade 8 Mathematics Sample Activities: Page 3	Geometric and Spatial Reasoning MATH-GSR
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-8 11	Interpret linear graphs to determine the slope of a line.	8M-PSPFA 1	The student will a) determine the values or rule of a function using a graph or a table; b) describe how a graph represents a relationship between two quantities.	Grade 8 Mathematics Sample Activities: Page 3	Geometric and Spatial Reasoning MATH-GSR
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-8 12	Identify the graph that matches an output table.	8M-PSPFA 1	The student will a) determine the values or rule of a function using a graph or a table; b) describe how a graph represents a relationship between two quantities.	Grade 8 Mathematics Sample Activities: Page 3	Data Sense MATH-DATA
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-8 13	Solve one- and two-step linear equations with one variable (solutions 0-20).	8M-PSPFA 2	The student will a) solve algebraic equations using simple addition and subtraction.	Grade 8 Mathematics Sample Activities: Page 4 Grade 8 Mathematics Materials: page 28	Mathematical Reasoning MATH-MR

8th Grade Math VESOL to SOL Crosswalk

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Measurement and Geometry (MG)	M-8 4	Identify the coordinates of the missing point for given geometric figures.	8.7a	The student will, given a polygon, apply transformations, to include translations, reflections, and dilations, in the coordinate plane.	Geometric and Spatial Reasoning MATH-GSR
Measurement and Geometry (MG)	M-8 5	Sum areas of squares, rectangles, and triangles to determine the area of a total figure in square units.	8.10	The student will solve area and perimeter problems, including practical problems, involving composite plane figures.	Geometric and Spatial Reasoning MATH-GSR

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-8 6	Compare the relative probability of two types of items being selected for an event.	8.11a	The student will compare and contrast the probability of independent and dependent events.	Data Sense MATH-DATA
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-8 7	Identify the line of best fit for a scatter plot of two variables with linear relation.	8.13a	8The student will represent data in scatterplots.	Data Sense MATH-DATA
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-8 9	Identify a missing value in output tables based on a function.	8.15a	The student will determine whether a given relation is a function.	Mathematical Reasoning MATH-MR
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-8 10	Identify slope as positive, negative, zero, or undefined.	8.16a	The student will recognize and describe the graph of a linear function with a slope that is positive, negative, or zero.	Geometric and Spatial Reasoning MATH-GSR
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-8 11	Interpret linear graphs to determine the slope of a line.	8.16b	The student will identify the slope and y-intercept of a linear function, given a table of values, a graph, or an equation in y = mx + b form.	Geometric and Spatial Reasoning MATH-GSR
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-8 12	Identify the graph that matches an output table.	8.16e	The student will make connections between and among representations of a linear function using verbal descriptions, tables, equations, and graphs.	Data Sense MATH-DATA
Probability, Statistics, Patterns, Functions, and Algebra (PSPFA)	M-8 13	Solve one- and two-step linear equations with one variable (solutions 0-20).	8.17	The student will solve multistep linear equations in one variable with the variable on one or both sides of the equation, including practical problems that require the solution of a multistep linear equation in one variable.	Mathematical Reasoning MATH-MR

High School Math 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
Algebra - Expressions and Operations (AEO	M-HS 1	Identify an equation when provided with a verbal description in real word applications.	HSM-EO 1	The student will a) match an algebraic expression involving one operation to represent a given word expression with an illustration.	High School Mathematics Sample Activities: Page 1 High School Mathematics Materials: pages 1-10	Mathematical Reasoning MATH-MR
Algebra - Expressions and Operations (AEO	M-HS 5	Identify equivalent expressions using powers 1-3.	None	None	None	Mathematical Reasoning MATH-MR
Algebra - Equations and Inequalities (AEI)	M-HS 6	Solve one- and two-step linear equations with one variable (solutions 0-40).	HSM-EO 2	The student will b) solve simple one-step equations (multiplication and division) with a variable.	High School Mathematics Sample Activities: Page 1 High School Mathematics Materials: pages 11-14	Mathematical Reasoning MATH-MR
Algebra - Functions (AF)	M-HS 9	Identify missing numbers in function output tables.	HSM-FS 1	The student will a) use the concept of functions to solve problems;	High School Mathematics Sample Activities: Page 3	Mathematical Reasoning MATH-MR
Algebra - Functions (AF)	M-HS 10	Interpret trends in data in real-world applications.	HSM-FS 2	The student will a) indicate general trends on a graph or chart.	High School Mathematics Sample Activities: Page 4 High School Mathematics Materials: pages 18-22	Data Sense MATH-DATA

High School Math VESOL to SOL Crosswalk

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Algebra - Expressions and Operations (AEO	M-HS 1	Identify an equation when provided with a verbal description in real word applications.	A.1a	The student will represent verbal quantitative situations algebraically.	Mathematical Reasoning MATH-MR
Algebra - Expressions and Operations (AEO	M-HS 5	Identify equivalent expressions using powers 1-3.	A.2a	The student will perform operations on polynomials, including applying the laws of exponents to perform operations on expressions.	Mathematical Reasoning MATH-MR
Algebra - Equations and Inequalities (AEI)	M-HS 6	Solve one- and two-step linear equations with one variable (solutions 0-40).	A.4a	The student will solve multistep linear equations in one variable algebraically	Mathematical Reasoning MATH-MR

Reporting Category	VESOL ID	Virginia Essentialized Standard of Learning	SOL ID	Virginia Standard of Learning	Applied Studies Competencies
Algebra - Functions (AF)	M-HS 9	Identify missing numbers in function output tables.	A.7a	The student will investigate and analyze linear and quadratic function families and their characteristics both algebraically and graphically, including determining whether a relation is a function.	Mathematical Reasoning MATH-MR
Algebra - Functions (AF)	M-HS 10	Interpret trends in data in real-world applications.	A.9	The student will collect and analyze data, determine the equation of the curve of best fit in order to make predictions, and solve practical problems, using mathematical models of linear and quadratic functions.	Data Sense MATH-DATA

Reading

3rd 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-3 1	Understand the meaning of words 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 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 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 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 **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 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 **fictional** texts and use word analysis strategies	R-3 7	Identify an event, idea, or step in fiction passage 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 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

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.	3.4 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 **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.	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 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
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

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 3	Identify an event, idea, or step in a passage that is 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 that is 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 **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.	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 that is 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

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 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

4th 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-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 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 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 **fictiona**l texts and use word analysis strategies	R-4 6	Identify the narrator or a character in a story read 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

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 **fictiona**l 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 a 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 that is 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 that is 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

5th 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-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 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
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
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 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

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-5 3	Answer questions about a nonfiction text that is read to the student or that 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 **fictiona**l 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

6th 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 **fictiona**l 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 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
Demonstrate 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
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.	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
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.	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 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 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 that is 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 that is 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 that are 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 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 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 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 6	Identify an individual, event, or idea in 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 **fictiona**l 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
Demonstrate 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
Demonstrate 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 student or that the student reads.	7.6 g	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 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 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 Ideal? 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 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 **fiction**al 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 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 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

High School 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-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	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 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	

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 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
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

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 2	The student will 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 Ideal?	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
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 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
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.	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 nonfiction 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 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 3	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

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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

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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

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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