



IXL Skill Plan

Virginia Standards of Learning (adopted in 2024):
Grade 3



Use IXL's interactive skill plan to get up-to-date skill alignments, assign skills to your students, and track progress.

www.ixl.com/ela/skill-plans/virginia-standards-of-learning-2024-grade-3

Foundations for Reading

3.FFR.3 Phonics and Word Recognition: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.

3.FFR.3.A: Decode and encode words with vowel teams and r-controlled vowels.

Vowel teams

1. Spell the long a word: silent e, ai, ay, ea, ey, igh Y2C
2. Spell the long e word: silent e, ee, ea, ie JLL
3. Spell the long i word: silent e, ie, y, igh, ind, ild FYS
4. Spell the long o word: silent e, oa, ow, old, ost, olt AUD
5. Spell the long u word: silent e, ue, oo, ew, ui 7SR
6. Long vowel digraph words and sentences A5N

R-controlled vowels

7. Spell words with r vowel patterns U7W

3.FFR.3.B: Use knowledge of syllabication and syllable types to decode and encode words.

Syllable types

1. Identify syllable types RNQ

R-controlled vowels

2. Spell words with r vowel patterns U7W

Consonant-l-e

3. Spell consonant-l-e words HX6

Multisyllabic words

4. Read multisyllabic words U6F

Compound words

5. Form compound words with pictures 87D
6. Form compound words GRF
7. Form and use compound words P7P

3.FFR.3.C: Use knowledge of affixes (e.g., suffixes, prefixes) to decode and encode words.

Prefixes

1. Determine the meaning of a word with pre-, re-, or mis- QR5
2. Use the prefixes pre-, re-, and mis- ZAK

Suffixes

3. Determine the meaning of a word with -ful or -less SVF
4. Determine the meaning of a word with -ly or -ness XPG
5. Determine the meaning of a word with -able or -ment 8L8
6. Determine the meaning of a word with a suffix: review CYD

Prefixes and suffixes

7. Determine the meanings of words with prefixes and suffixes: review 7DL
8. Sort words with shared prefixes and suffixes by meaning LDS

3.FFR.3.D: Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.

1. Read multisyllabic words U6F
 2. Spell the sight word: easier MCU
 3. Spell the sight word: harder CD2
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Developing Skilled Readers and Building Reading Stamina

3.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

3.DSR.A: Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.

3.DSR.B: Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 2-3 bands.

1. Determine the meaning of words using synonyms in context WZZ
2. Use context to identify the meaning of a word 5A8
3. Use academic vocabulary in context VEL

Literary texts: level 1

1. Read fantasy with illustrations YGF
2. Read historical fiction with illustrations JC7
3. Read science fiction with illustrations 2ZK
4. Read realistic fiction with illustrations QTL

Literary texts: level 2

5. Read realistic fiction: set 1 YQD
6. Read realistic fiction: set 2 ZQK
7. Read historical fiction FGC
8. Read poetry YYJ

Informational texts: level 1

9. Read about animals 8KK
10. Read about food VJM
11. Read about art, music, and traditions 5TX
12. Read about sports and hobbies BG9

Informational texts: level 2

13. Read about famous people ZZE
14. Read about famous places NBX
15. Read about business and technology G5Y
16. Read about science and nature WSP

3.DSR.C: When responding to texts through discussions and/or writing, draw several pieces of evidence from read alouds and grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.

1. Identify supporting details in informational texts V93
2. Identify supporting details in literary texts GGB

3.DSR.D: Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use background knowledge as context for new learning.

3.DSR.E: Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others.

Text structure

1. Determine the order of events in informational texts ZXC
2. Compare and contrast in informational texts UNG
3. Match causes and effects in informational texts PN7
4. Match problems with their solutions T8Y
5. Identify text structures UYA

Main idea

6. Use key details to determine the main idea NHQ
7. Determine the main idea of a passage RD9

Theme

8. Determine the themes of myths, fables, and folktales 7T9

Author's purpose

9. Identify the author's purpose: mixed media BWA
10. Identify the author's purpose: passages A5Q

Point of view

11. Distinguish points of view N7R

Sensory details

12. Sort sensory details 8RS
13. Identify sensory details 8TG

Inference

14. Which book title goes with the picture? NX9
 15. Use actions and dialogue to understand characters PQQ
 16. Draw inferences from a text GFW
 17. Make predictions about a story FWT
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Reading and Vocabulary

3.RV.1 Vocabulary Development and Word Analysis

3.RV.1.A: Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.

3.RV.1.B: Discuss meanings of complex words and phrases acquired through conversations and literature.

3.RV.1.C: Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g. *-s*, *-ing*, *-ed*).

Vocabulary in context

1. Determine the meaning of words using synonyms in context WZZ
2. Use context to identify the meaning of a word 5A8

Academic vocabulary

3. Use academic vocabulary in context VEL

Sense words

4. Sort sensory details 8RS

Vocabulary in context

1. Use context to identify the meaning of a word 5A8

Figurative language

2. Similes with pictures UVX
3. Determine the meanings of similes Z59
4. Choose the picture that matches the idiomatic expression L7C

Greek and Latin roots

1. Use Greek and Latin roots as clues to the meanings of words TE5
2. Determine the meanings of Greek and Latin roots XLE
3. Determine the meanings of words with Greek and Latin roots U83

Inflectional affixes

4. Complete the word with the ending that you hear VQN
5. Complete the verb with the ending that you hear 5PH

3.RV.1.D: Use the context of a sentence to apply knowledge of homophones.

1. Homophones with pictures 84T
2. Identify homophones 5GY
3. Use the correct homophone VNC

3.RV.1.E: Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.

Synonyms

1. Which sentence has the same meaning? Q6W
2. Find synonyms in context 5HG
3. Determine the meaning of words using synonyms in context WZZ

Antonyms

4. Which sentence uses an antonym? XZ7
5. Find antonyms in context 2TH

Prefixes and suffixes

6. Determine the meanings of words with prefixes and suffixes: review 7DL
7. Sort words with shared prefixes and suffixes by meaning LDS

Word patterns

8. Word pattern analogies TQL
9. Word pattern sentences ME6

3.RV.1.F: Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.

Informational texts: level 1

1. Read about animals 8KK
2. Read about food VJM
3. Read about art, music, and traditions 5TX
4. Read about sports and hobbies BG9

Informational texts: level 2

5. Read about famous people ZZE
6. Read about famous places NBX
7. Read about business and technology G5Y
8. Read about science and nature WSP

3.RV.1.G: Distinguish shades of meaning among verbs and adjectives.

1. Shades of meaning with pictures 2BZ
2. Describe the difference between related words 95E
3. Positive and negative connotation NLB

3.RV.1.H: Use strategies to infer word meanings.

Synonyms and antonyms

1. Choose the synonym 6Y4
2. Choose the antonym N2M

Multiple-meaning words

3. Multiple-meaning words with pictures LSF
4. Which definition matches the sentence? GGV
5. Which sentence matches the definition? WGP

3.RV.1.I: Use glossaries, beginning dictionaries and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.

1. Use guide words LT9
2. Use dictionary entries T7U
3. Use dictionary definitions M8H

3.RV.1.J: Use newly learned words and phrases in discussions and speaking activities.

Reading Literary Text

3.RL.1 Key Ideas and Plot Details

3.RL.1.A: Identify thematic topics of stories (e.g. friendship, survival, determination) and the lessons learned.

1. Determine the themes of myths, fables, and folktales 7T9

3.RL.1.B: Identify the central conflict and resolution using events from the plot to summarize the text.

1. Order events in a story TW9
2. Summarize a story 8XW

3.RL.1.C: Describe a character's attributes, including their traits, motivations, or feelings and how they develop throughout the text.

Character analysis

1. Distinguish points of view N7R
2. Use actions and dialogue to understand characters PQQ
3. Show character emotions and traits SCZ

Literary texts: level 1

4. Read fantasy with illustrations YGF
5. Read historical fiction with illustrations JC7
6. Read science fiction with illustrations ZKZ
7. Read realistic fiction with illustrations QTL

Literary texts: level 2

8. Read realistic fiction: set 1 YQD
9. Read realistic fiction: set 2 ZQK
10. Read historical fiction FGC

3.RL.2 Craft and Style

3.RL.2.A: Discuss how an author uses characters and settings to advance the plot.

1. Use actions and dialogue to understand characters PQQ
2. Summarize a story 8XW

3.RL.2.B: Identify and explain how an author uses sensory language (e.g., sights, sounds, smells, and tastes) to impact a reader's understanding of characters, settings, and plot events.

1. Sort sensory details 8RS
2. Identify sensory details 8TG

3.RL.2.C: Identify the narrator of a story and the speaker of a poem.

1. Distinguish points of view N7R

3.RL.2.D: Identify the characteristics of different genres.

1. Identify story elements CXN

3.RL.3 Integration of Concepts

3.RL.3.A: Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge.

1. Which book title goes with the picture? NX9

3.RL.3.B: Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events.

1. Compare information from two informational texts DNH
2. Compare mythological illustrations LW5

3.RL.3.C: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

1. Determine the themes of myths, fables, and folktales 7T9
2. Identify story elements CXN

Reading Informational Text

3.RI.1 Key Ideas and Confirming Details

3.RI.1.A: Determine the main idea of multi-paragraph texts as well as specific paragraphs within them.

1. Use key details to determine the main idea NHQ
2. Determine the main idea of a passage RD9

3.RI.1.B: Summarize texts using language that pertains to time, sequence, and cause and effect, referring to historical events, scientific ideas, or steps in technical procedures.

Sequence

1. Determine the order of events in informational texts ZXC
2. Identify time-order words XRD

Compare and contrast

3. Compare and contrast in informational texts UNG

Cause and effect

4. Match causes and effects in informational texts PN7

Problem and solution

5. Match problems with their solutions T8Y

Text structure

6. Identify text structures UYA

3.RI.1.C: Identify and explain how an author uses reasons and evidence to support specific points in texts.

3.RI.2 Craft and Style

3.RI.2.A: Describe major structural differences between the organizational patterns of different informational texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological order) and how they support a reader's understanding of the text.

1. Determine the order of events in informational texts ZXC
2. Compare and contrast in informational texts UNG
3. Match causes and effects in informational texts PN7
4. Match problems with their solutions T8Y
5. Identify text structures UYA

3.RI.2.B: Use text features and search tools (e.g., sidebars, hyperlink) to locate and gain information efficiently.

1. Use text features FZ7
2. Use guide words LT9

3.RI.2.C: Identify the author's purpose for writing, including what the author wants to answer, explain, or describe.

1. Identify the author's purpose: mixed media BWA
2. Identify the author's purpose: passages A5Q
3. Choose the text that matches the writer's purpose MGP

3.RI.3 Integration of Concepts

3.RI.3.A: Use prior (experience) and background (content) knowledge as context for new learning.

3.RI.3.B: Compare and contrast the most important points and key details presented in two texts on the same topic.

1. Compare information from two informational texts DNH
2. Compare and contrast in informational texts UNG

3.RI.3.C: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Compare and contrast

1. Compare and contrast in informational texts UNG

Cause and effect

2. Match causes with effects 76M
3. Match causes and effects in informational texts PN7

Problem and solution

4. Match problems with their solutions T8Y

Sequence

5. Determine the order of events in informational texts ZXC

3.RI.3.D: Demonstrate comprehension by writing about what is read using the text for support.

1. Compare information from two informational texts DNH
2. Identify supporting details in informational texts V93

Foundations for Writing

3.FFW.1 Handwriting

3.FFW.1.A: Maintain legible printing.

3.FFW.1.B: Write capital and lowercase letters of the alphabet using correct letter formation in cursive.

3.FFW.1.C: Sign his/her first and last name.

3.FFW.1.D: Form cursive letters with flow from one letter to the next within names and words.

3.FFW.2 Spelling

3.FFW.2.A: Use phoneme-grapheme correspondence to encode (spell) multisyllabic words.

1. Spell words with open and closed syllables BHG
2. Spell consonant-l-e words HX6
3. Spell multisyllabic words XKD

3.FFW.2.B: Use common affixes to encode (spell) words.

1. Use the prefixes pre-, re-, and mis- ZAK

3.FFW.2.C: Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.

1. Spell the sight word: easier MCU
2. Spell the sight word: harder CD2

Writing

3.W.1 Modes and Purposes for Writing

3.W.1.A: Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.

Topic sentences

1. Select the detail that does not support the topic sentence 3X2
2. Choose topic sentences for narrative paragraphs SJM
3. Choose topic sentences for expository paragraphs GHA

Sequence

4. Put the sentences in order KWL

Organization

5. Organize information by topic U2Q

Purpose

6. Identify the author's purpose: mixed media BWA
7. Identify the author's purpose: passages A5Q
8. Choose the text that matches the writer's purpose MGP

3.W.1.B: Write personal or fictional narratives that organize event sequences that unfold naturally.

Organization

1. Put the sentences in order KWL

Topic sentences

2. Choose topic sentences for narrative paragraphs SJM

Linking words

3. Identify time-order words XRD
4. Use time-order words V2M
5. Use linking words to complete a passage EBL

3.W.1.C: Write informative/explanatory texts to examine a topic that develops the topic with facts and details.

Organization

1. Organize information by topic U2Q
2. Select the detail that does not support the topic sentence 3X2

3. Choose topic sentences for expository paragraphs GHA

Supporting details

4. Distinguish facts from opinions XJV
5. Identify supporting details in informational texts V93
6. Identify supporting details in literary texts GGB

3.W.1.D: Write opinion pieces on topics or texts, supporting a point of view with facts and reasons.

Organization

1. Organize information by topic U2Q

Facts and opinions

2. Distinguish facts from opinions XJV
3. Identify an author's statement of opinion GC2

Opinions, reasons, and examples

4. Complete the opinion passage with an example L6W
5. Complete the opinion passage with a reason LJX
6. Complete the opinion-reason-example table MJN

3.W.1.E: Write in response to text(s) read or heard to share thinking using supporting details from the text.

1. Distinguish facts from opinions XJV
2. Identify supporting details in informational texts V93
3. Identify supporting details in literary texts GGB

3.W.2 Organization and Composition

3.W.2.A: Engage in writing as a process to compose a well-developed paragraph. This includes:

3.W.2.A.i: Writing a clear topic sentence focusing on a main idea.

1. Choose topic sentences for narrative paragraphs SJM
2. Choose topic sentences for expository paragraphs GHA

3.W.2.A.ii: Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre.

Purpose

1. Identify the author's purpose: mixed media BWA
2. Identify the author's purpose: passages A5Q
3. Choose the text that matches the writer's purpose MGP

Organization

- Put the sentences in order KWL

Topic sentences

- Select the detail that does not support the topic sentence 3X2
- Choose topic sentences for narrative paragraphs SJM
- Choose topic sentences for expository paragraphs GHA

3.W.2.A.iii: Elaborating writing by including supporting details.

- Complete the opinion passage with an example L6W
- Complete the opinion passage with a reason LJX
- Complete the opinion-reason-example table MJN

3.W.2.A.iv: Using transition words to vary sentence structure.

Conjunctions

- Use coordinating conjunctions TCZ
- Use subordinating conjunctions QWF

Transitions

- Choose the best transition 5HN
- Use linking words to complete a passage EBL

3.W.2.A.v: Providing a concluding statement.

- Choose the best concluding sentence 7SY

3.W.3 Usage and Mechanics

3.W.3.A: With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.

- Select the detail that does not support the topic sentence 3X2
- Choose the best transition 5HN
- Add descriptive details to sentences TM8
- Revise the sentence using a stronger verb 2K7
- Create varied sentences based on models MPJ

3.W.3.B: With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling.

Subjects and predicates

- Identify the complete subject of a sentence JXU
- Identify the complete predicate of a sentence 5QJ

3. Identify the simple subject or predicate of a sentence L6R

Simple and compound sentences

4. Is the sentence simple or compound? R6M

Complete sentences

5. Is it a complete sentence or a fragment? 9VB
6. Is it a complete sentence or a run-on? 95A
7. Is it a complete sentence, a fragment, or a run-on? P7Z

Plurals and possessives

8. Identify plurals, singular possessives, and plural possessives QAZ

Capitalization

9. Capitalization: review NFE

Contractions

10. Pronoun-verb contractions AFE
11. Contractions with "not" LDB

Common errors

12. Correct errors with signs 9DQ

Subject-verb agreement

13. Is the subject singular or plural? EH8

Regular verb tense

14. Which sentence is in the regular past tense? GH9
15. Identify verbs in the regular past tense ZW7
16. Is the sentence in the past, present, or future tense? RQ5

Irregular past tense

17. Identify the irregular past tense I XFG
18. Identify the irregular past tense II YHV

Language Usage

3.LU.1 Grammar

3.LU.1.A: Produce, expand, and rearrange simple and compound sentences when speaking and writing.

Combine sentences

1. Combine sentences: subjects and predicates ZGV
2. Combine sentences by adding key details YH6

Simple and compound sentences

3. Create compound sentences T49
4. Order the words to create a sentence ZQG

3.LU.1.B: Distinguish between complete and incomplete sentences.

1. Order the words to create a sentence ZQG

3.LU.1.C: Form and use comparative and superlative adjectives when speaking and writing.

1. Use adjectives to compare AED

3.LU.1.D: Form and use regular and irregular verbs when speaking and writing.

Irregular past tense

1. Form and use the irregular past tense: set 1 8YP
2. Form and use the irregular past tense: set 2 TPD
3. Form and use the irregular past tense: set 3 Q5K
4. Form and use the irregular past tense: set 4 N92
5. Form and use the irregular past tense: set 5 CWX

Action verbs

6. Use action verbs D2V

To be

7. To be: use the correct form JG2

To have

8. To have: use the correct form ANK

3.LU.1.E: Use subject-verb agreement in simple sentences.

1. Use the correct subject or verb FZR
2. Pronoun-verb agreement DBY

3.LU.1.F: Eliminate double negatives when speaking and writing.

3.LU.2 Mechanics

3.LU.2.A: Use commas in series, dates, addresses, and in greetings and closings of letters.

Commas

1. Commas with a series DRN
2. Commas with dates 58U

Formatting

3. Greetings and closings of letters XS8
4. Formatting street addresses UHF

3.LU.2.B: Use apostrophes to form contractions and frequently occurring possessions in writing.

Contractions

1. Pronoun-verb contractions AFE
2. Contractions with "not" LDB

Possessives

3. Form the singular or plural possessive 74E
4. Identify and correct errors with plural and possessive nouns ZNU

3.LU.2.C: Capitalize holidays, names, and places.

1. Capitalizing the names of people and pets and titles of respect CJJ
2. Capitalizing days, months, and holidays NJJ
3. Capitalizing the names of places and geographic features XNK

3.LU.2.D: Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge.

Consonant-l-e

1. Spell consonant-l-e words HX6

Blends, digraphs, and trigraphs

2. Spell the digraph word: ch, sh, th, ph, wh UTP
3. Spell the digraph or trigraph word: mb, kn, dge, tch QA5
4. Spell words with final consonant patterns: ng, nk DMS
5. Spell words with qu and x JVL
6. Spell words with blends and digraphs: review NLS

Long vowels

7. Spell the long a word: silent e, ai, ay, ea, ey, eigh Y2C
8. Spell the long e word: silent e, ee, ea, ie JLL
9. Spell the long i word: silent e, ie, y, igh, ind, ild FYS
10. Spell the long o word: silent e, oa, ow, old, ost, olt AUD
11. Spell the long u word: silent e, ue, oo, ew, ui 7SR

Vowel patterns

12. Spell words with r vowel patterns U7W
13. Spell words with vowel diphthong patterns TR8
14. Spell words with variant vowels: oo, ou, ow, ea U9P

3.LU.2.E: Consult reference materials, including beginning dictionaries to check and correct spelling.

1. Use guide words LT9
 2. Use dictionary entries T7U
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Research

3.R.1 Evaluation and Synthesis of Information

3.R.1.A: Identify a topic and generate questions that explore the topic.

3.R.1.B: Locate information in reference texts, electronic resources, provided sources, or through interviews and take brief notes on sources.

1. Use text features FZ7
2. Use guide words LT9

3.R.1.C: Organize evidence into relevant categories, recognizing that some sources may be more reliable than others.

Organization

1. Order items from most general to most specific 35V
2. Organize information by topic U2Q

Analyze sources

3. Determine the main idea of a passage RD9

3.R.1.D: Organize and share information orally, in writing, or through visual display.

1. Organize information by topic U2Q

3.R.1.E: Avoid plagiarism, giving credit to sources of information (title and author when available).

1. Identify and correct plagiarism 82K



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Virginia Standards of Learning (adopted in 2024):
Grade 4



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www.ixl.com/ela/skill-plans/virginia-standards-of-learning-2024-grade-4

Foundations for Reading

4.FFR.3 Phonics and Word Analysis: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.

4.FFR.3.A: Use knowledge of syllabication and syllable types to decode and encode words.

1. Identify syllable types UUV
2. Spell words with open and closed syllables 39A

4.FFR.3.B: Use knowledge of morphology (suffixes, prefixes, root/base) to decode words.

Prefixes

1. Determine the meaning of a word with pre-, re-, or mis- VSQ

Suffixes

2. Determine the meaning of a word with -ful or -less VDR
3. Determine the meaning of a word with -ly or -ness J58
4. Determine the meaning of a word with -able or -ment YZB
5. Determine the meaning of a word with a suffix: review XFL
6. Sort words with shared suffixes by part of speech HQJ

Prefixes and suffixes

7. Identify base words, prefixes, and suffixes F7T
8. Determine the meanings of words with prefixes and suffixes: review VZH
9. Sort words with shared prefixes and suffixes by meaning 8GB

Greek and Latin roots

10. Sort words by shared Greek or Latin roots G7R
11. Use Greek and Latin roots as clues to the meanings of words XNX
12. Use the meanings of words as clues to the meanings of Greek and Latin roots 49S
13. Determine the meanings of Greek and Latin roots FCL
14. Determine the meanings of words with Greek and Latin roots BJ9

15. Match words with Greek and Latin roots to their meanings TS8

4.FFR.3.C: Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.

Developing Skilled Readers and Building Reading Stamina

4.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

4.DSR.A: Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.

4.DSR.B: Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 4-5 band.

1. Determine the meaning of words using synonyms in context WDU
2. Use context to identify the meaning of a word DC8
3. Use academic vocabulary in context QQC

Literary texts: level 1

1. Read fantasy with illustrations 26L
2. Read realistic fiction with illustrations 2BC
3. Read science fiction with illustrations DFJ

Literary texts: level 2

4. Read realistic fiction A7Z
5. Read historical fiction 59R
6. Read poetry TMW
7. Read drama KJP

Informational texts: level 1

8. Read about animals 7TG
9. Read about art, music, and traditions ZSE
10. Read about famous places EM5
11. Read about sports and hobbies 8V8

Informational texts: level 2

12. Read about famous people 8SC
13. Read about business and technology MZT
14. Read about science and nature RTC
15. Read about history ZB2

4.DSR.C: When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.

4.DSR.D: Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning.

4.DSR.E: Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to common organizational text structures, summarizing, asking questions of the text, and others.

Supporting evidence

1. Identify supporting details in literary texts VVG
2. Identify supporting details in informational texts 8MJ

Research skills

3. Identify and correct plagiarism TMH

Main idea

1. Determine the main idea of a passage 7XV

Theme

2. Determine the themes of myths, fables, and folktales 6PW

Author's purpose

3. Identify the purpose of a text 6RR

Point of view

4. Distinguish points of view LGA
5. Identify the narrative point of view EBK

Sensory details

6. Identify sensory details FFK

Inference

7. Use actions and dialogue to understand characters CXM
8. Compare and contrast characters GYD
9. Draw inferences from a text UB2
10. Make predictions about a story TXS
11. Which book title goes with the picture? AGL

Figurative language

12. Determine the meanings of similes and metaphors F7J
13. Interpret the meaning of an allusion from its source PV6
14. Analyze the effects of figures of speech on meaning and tone WMF

Story elements

15. Identify story elements SRQ

Text features

16. Select and use text features MW8
-

Reading and Vocabulary

4.RV.1 Vocabulary Development and Word Analysis

4.RV.1.A: Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.

4.RV.1.B: Discuss meanings of complex words and phrases acquired through conversations and literature.

4.RV.1.C: Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g. *-s*, *-ing*, *-ed*).

Vocabulary in context

1. Find words using context LT5
2. Determine the meaning of words using synonyms in context WDU
3. Use context to identify the meaning of a word DC8

Academic vocabulary

4. Use academic vocabulary in context QQC

Domain-specific vocabulary

5. Determine the meaning of domain-specific words with pictures K7J

Vocabulary in context

1. Use context to identify the meaning of a word DC8

Figurative language

2. Similes and metaphors with pictures 8YE
3. Determine the meanings of similes and metaphors F7J
4. Interpret the meaning of an allusion from its source PV6

Idioms

5. Determine the meaning of idioms from context: set 1 JMD
6. Determine the meaning of idioms from context: set 2 PFB

Greek and Latin roots

1. Use Greek and Latin roots as clues to the meanings of words XNX
2. Use the meanings of words as clues to the meanings of Greek and Latin roots 49S
3. Determine the meanings of Greek and Latin roots FCL

4. Determine the meanings of words with Greek and Latin roots BJ9
5. Match words with Greek and Latin roots to their meanings TS8

Inflectional affixes

6. Complete the verb with the ending that you hear FPR

4.RV.1.D: Use the context of a sentence to apply knowledge of homophones.

1. Homophones with pictures YE5
2. Identify homophones ZR5
3. Use the correct homophone S8L

4.RV.1.E: Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.

Synonyms

1. Choose the synonym 7XU
2. Which sentence has the same meaning? B6G
3. Find synonyms in context RQT
4. Determine the meaning of words using synonyms in context WDU

Antonyms

5. Choose the antonym QLF
6. Which sentence uses an antonym? TJ6
7. Find antonyms in context BTA

Prefixes

8. Determine the meaning of a word with pre-, re-, or mis- VSQ
9. Use the prefixes pre-, re-, and mis- F6D

Suffixes

10. Determine the meaning of a word with -ful or -less VDR
11. Determine the meaning of a word with -ly or -ness J58
12. Determine the meaning of a word with -able or -ment YZB
13. Determine the meaning of a word with a suffix: review XFL

Prefixes and suffixes

14. Determine the meanings of words with prefixes and suffixes: review VZH

- Sort words with shared prefixes and suffixes by meaning 8GB

Greek and Latin roots

- Sort words by shared Greek or Latin roots G7R
- Use Greek and Latin roots as clues to the meanings of words XNX
- Use the meanings of words as clues to the meanings of Greek and Latin roots 49S
- Determine the meanings of Greek and Latin roots FCL
- Determine the meanings of words with Greek and Latin roots BJ9
- Match words with Greek and Latin roots to their meanings TS8

Word patterns

- Word pattern analogies SN5
- Word pattern sentences GSW

4.RV.1.F: Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.

Informational texts: level 1

- Read about animals 7TG
- Read about art, music, and traditions ZSE
- Read about famous places EM5
- Read about sports and hobbies 8V8

Informational texts: level 2

- Read about famous people 8SC
- Read about business and technology MZT
- Read about science and nature RTC
- Read about history ZB2

4.RV.1.G: Distinguish shades of meaning among verbs and adjectives.

- Describe the difference between related words 78V
- Positive and negative connotation ZEA

4.RV.1.H: Use strategies to infer word meanings.

Synonyms and antonyms

- Choose the synonym 7XU
- Choose the antonym QLF

Multiple-meaning words

- Which definition matches the sentence? 6DS

4. Which sentence matches the definition? VBG

4.RV.1.I: Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.

Dictionary skills

1. Use guide words AJ5
2. Use dictionary entries K7L
3. Use dictionary definitions KXN

Thesaurus skills

4. Use thesaurus entries N5T
-

4.RV.1.J: Use newly learned words and phrases in discussions and speaking activities.

Reading Literary Text

4.RL.1 Key Ideas and Plot Details

4.RL.1.A: Summarize the theme of stories, dramas, or poetry, including the thematic topic (e.g., courage, loyalty, family) and how characters respond to challenges.

4.RL.1.B: Describe the central conflict and explain the resolution using an understanding of text structure and events from the plot as evidence.

4.RL.1.C: Analyze characters in-depth, drawing on specific details from the text, including their words, actions, or a character's thoughts.

Theme

1. Determine the themes of myths, fables, and folktales 6PW
2. Read poetry TMW

Summary

3. Identify story elements SRQ
4. Read drama KJP
5. Summarize a story XZF

1. Identify story elements SRQ
2. Summarize a story XZF

Character analysis

1. Distinguish points of view LGA
2. Use actions and dialogue to understand characters CXM
3. Compare and contrast characters GYD

Literary texts: level 1

4. Read fantasy with illustrations 26L
5. Read realistic fiction with illustrations 2BC
6. Read science fiction with illustrations DFJ

Literary texts: level 2

7. Read realistic fiction A7Z
8. Read historical fiction 59R

4.RL.2 Craft and Style

4.RL.2.A: Determine how an author uses language (dialogue, sensory language, and dialect), characters, and settings to advance the plot.

Characters

1. Use actions and dialogue to understand characters CXM

Word choice

2. Shades of meaning with pictures TWK
3. Positive and negative connotation ZEA

Sensory details

4. Sort sensory details UZ9
5. Identify sensory details FFK

4.RL.2.B: Identify the characteristics of different genres of literary texts (e.g., drama, poems, stories) and refer to the structural elements of each.

1. Identify story elements SRQ
2. Label the rhyme scheme AQU
3. Identify elements of poetry 9FU
4. Read drama KJP

4.RL.2.C: Identify the narrator of a story and the speaker of a poem.

1. Identify the narrative point of view EBK
2. Read poetry TMW

4.RL.2.D: Differentiate between first- and third-person point of view.

1. Identify the narrative point of view EBK

4.RL.3 Integration of Concepts

4.RL.3.A: Set a purpose for reading by activating prior (experience) and background (content) knowledge.

4.RL.3.B: Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events.

1. Compare information from two texts 8CJ
2. Compare mythological illustrations J5P

4.RL.3.C: Explain the overall structure of stories, poems, and plays and how each successive part builds on earlier sections.

1. Label the rhyme scheme AQU
2. Identify elements of poetry 9FU
3. Read drama KJP

Reading Informational Text

4.RI.1 Key Ideas and Confirming Details

4.RI.1.A: Summarize the main idea of multi-paragraph texts and the specific paragraphs within them, explaining how key details support the main ideas.

4.RI.1.B: Summarize events, procedures, ideas, or concepts in historical, scientific, or technical texts, including what happened and why.

Main idea

1. Use key details to determine the main idea DMM
2. Determine the main idea of a passage 7XV

Informational texts: level 1

3. Read about animals 7TG
4. Read about art, music, and traditions ZSE
5. Read about famous places EM5
6. Read about sports and hobbies 8V8

Informational texts: level 2

7. Read about famous people 8SC
8. Read about business and technology MZT
9. Read about science and nature RTC
10. Read about history ZB2

Text structure

1. Determine the order of events in informational texts 99D
2. Compare and contrast in informational texts YBU
3. Match causes and effects in informational texts Z9L
4. Match problems with their solutions F2B
5. Identify text structures HR6

Supporting details

6. Identify supporting details in informational texts 8MJ

Informational texts: level 1

7. Read about animals 7TG
8. Read about art, music, and traditions ZSE
9. Read about famous places EM5
10. Read about sports and hobbies 8V8

Informational texts: level 2

11. Read about famous people 8SC
12. Read about business and technology MZT
13. Read about science and nature RTC
14. Read about history ZB2

4.RI.1.C: Distinguish between fact and opinion and explain how an author uses reasons and evidence to support opinions within texts.

1. Compare information from two texts 8CJ
2. Distinguish facts from opinions 96L
3. Identify supporting details in informational texts 8MJ

4.RI.2 Craft and Style

4.RI.2.A: Explain how authors select an organizational pattern (e.g., cause/effect, comparison/contrast, problem/solution) using transitional words and phrases to support their purpose and a reader's understanding of the text.

Purpose

1. Identify the purpose of a text 6RR

Text structure

2. Determine the order of events in informational texts 99D
3. Compare and contrast in informational texts YBU
4. Match causes and effects in informational texts Z9L
5. Match problems with their solutions F2B
6. Identify text structures HR6

Transitions

7. Identify time-order words QWR
8. Use coordinating conjunctions F79
9. Use subordinating conjunctions 27D

4.RI.2.B: Apply knowledge of text features and search tools in multiple print and digital sources to locate and categorize information efficiently and gain meaning.

1. Read graphic organizers DH7
2. Select and use text features MW8

4.RI.2.C: Explain the author's purpose for writing, including what the author wants to answer, explain, or describe based on the connections between particular sentences and paragraphs.

1. Identify the purpose of a text 6RR

4.RI.3 Integration of Concepts

4.RI.3.A: Use prior (experience) and background (content) knowledge as context for new learning.

4.RI.3.B: Compare and contrast multiple accounts of the same event or topic and describe the differences in focus and the information provided.

4.RI.3.C: Describe the relationships between a series of historical events, scientific concepts, or steps in technical procedures using words that pertain to comparison, sequence, or cause and effect.

1. Compare information from two texts 8CJ
2. Compare and contrast in informational texts YBU

Text structure

1. Determine the order of events in informational texts 99D
2. Compare and contrast in informational texts YBU
3. Match causes and effects in informational texts Z9L
4. Match problems with their solutions F2B

Transitions

5. Identify time-order words QWR
6. Choose the best transition YMU

Foundations for Writing

4.FFW.1 Handwriting

4.FFW.1.A: Maintain legible printing.

4.FFW.1.B: Maintain legible cursive.

4.FFW.1.C: Sign his/her first and last name.

4.FFW.2 Spelling

4.FFW.2.A: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to spell accurately.

1. Identify base words, prefixes, and suffixes F7T

4.FFW.2.B: Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

Writing

4.W.1 Modes and Purposes for Writing

4.W.1.A: Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.

Sequence

1. Put the sentences in order DXR

Organization

2. Order items from most general to most specific 2ER
3. Organize information by topic 6GA

Purpose

4. Identify the purpose of a text 6RR

Text structure

5. Determine the order of events in informational texts 99D
6. Compare and contrast in informational texts YBU
7. Match causes and effects in informational texts Z9L
8. Match problems with their solutions F2B
9. Identify text structures HR6

4.W.1.B: Write personal or fictional narratives that are logically organized around a central problem or experience.

Organization

1. Put the sentences in order DXR

Linking words

2. Identify time-order words QWR
3. Choose the best transition YMU

4.W.1.C: Write expository texts to examine a topic that develops the focus with facts, details, or other information and uses linking words to connect ideas.

Organization

1. Organize information by topic 6GA
2. Remove the sentence that does not belong 82A
3. Choose the best topic sentence C5Z

Facts and opinions

4. Distinguish facts from opinions 96L

Supporting evidence

5. Identify supporting details in literary texts VVG
6. Identify supporting details in informational texts 8MJ

Transitions

7. Use coordinating conjunctions F79
8. Use subordinating conjunctions 27D
9. Choose the best transition YMU

4.W.1.D: Write persuasive pieces on topics or texts that express a clear opinion supported by facts, details, and reasons.

Organization

1. Organize information by topic 6GA

Facts and opinions

2. Distinguish facts from opinions 96L
3. Identify an author's statement of opinion C9W

Supporting evidence

4. Choose reasons to support an opinion HW7
5. Identify supporting details in literary texts VVG
6. Identify supporting details in informational texts 8MJ

4.W.1.E: Write in response to text(s) read (including summaries, reflections and descriptions) to demonstrate thinking with details, examples, and other evidence from the text, using linking words to connect ideas.

Purpose

1. Identify the purpose of a text 6RR

Main idea

2. Use key details to determine the main idea DMM
3. Organize information by topic 6GA

Supporting evidence

4. Distinguish facts from opinions 96L
5. Choose reasons to support an opinion HW7
6. Identify supporting details in literary texts VVG
7. Identify supporting details in informational texts 8MJ

Organization

8. Put the sentences in order DXR
9. Remove the sentence that does not belong 82A
10. Choose the best topic sentence C5Z

Linking words

11. Identify time-order words QWR
12. Use coordinating conjunctions F79
13. Use subordinating conjunctions 27D
14. Choose the best transition YMU

4.W.2 Organization and Composition

4.W.2.A: Engage in writing as a process to compose well-developed paragraphs. This includes:

4.W.2.A.i: Providing an introduction that includes a clear topic sentence that connects to the central idea.

1. Remove the sentence that does not belong 82A
2. Choose the best topic sentence C5Z

4.W.2.A.ii: Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.

Purpose

1. Identify the purpose of a text 6RR

Organization

2. Put the sentences in order DXR
3. Remove the sentence that does not belong 82A
4. Choose the best topic sentence C5Z

Word choice

5. Describe the difference between related words 78V
6. Positive and negative connotation ZEA

Academic vocabulary

7. Use academic vocabulary in context QQC

Descriptive details

8. Revise the sentence using a stronger verb HXU
9. Add imagery to stories 6BY

Sensory details

10. Sort sensory details UZ9
11. Identify sensory details FFK

4.W.2.A.iii: Using transition words and prepositional phrases to vary sentence structure and link sentences.

Conjunctions

1. Use coordinating conjunctions F79
2. Use subordinating conjunctions 27D

Transitions

3. Choose the best transition YMU

Prepositions

4. Identify prepositions 8ZS
5. Identify prepositions and their objects S8J
6. Identify prepositional phrases Y6S
7. Prepositions: review ZJL

4.W.2.A.iv: Providing a concluding statement or section.

1. Choose the best concluding sentence 68D

4.W.3 Usage and Mechanics

4.W.3.A: With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.

1. Remove the sentence that does not belong 82A
2. Revise the sentence using a stronger verb HXU
3. Create varied sentences based on models JSA

4.W.3.B: Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.

Subjects and predicates

1. Identify the complete subject of a sentence 7M3
2. Identify the complete predicate of a sentence U6M
3. Identify the simple subject or predicate of a sentence A5R

Prepositions

4. Identify prepositions 8ZS
5. Identify prepositions and their objects S8J
6. Identify prepositional phrases Y6S
7. Prepositions: review ZJL

Capitalization

8. Capitalizing the names of people and pets and titles of respect HNY
9. Capitalizing days, months, and holidays 2RN
10. Capitalizing the names of places and geographic features G2S

Contractions

11. Pronoun-verb contractions U8T
12. Contractions with "not" XNV

Personal pronouns

13. Identify personal pronouns GMK

Modal verbs

14. What does the modal verb show? B9S

Subject-verb agreement

15. Is the subject singular or plural? Q6B

Adjectives

16. Does the adjective tell you what kind or how many? YXE

17. Identify the adjective that describes the noun F9L

18. Identify adjectives JN9

Conjunctions

19. Identify coordinating conjunctions SZ6

20. Identify subordinating conjunctions QWC

Correct errors

21. Correct errors with signs D54

Language Usage

4.LU.1 Grammar

4.LU.1.A: Produce, expand, and rearrange simple and compound sentences, including prepositional phrases, when speaking and writing.

1. Create compound sentences XA7
2. Order the words to create a sentence ACF

4.LU.1.B: Use coordinating (e.g., *and*, *but*), subordinating (e.g., *although*, *because*) conjunctions to join words and phrases in a sentence.

1. Use coordinating conjunctions F79
2. Use subordinating conjunctions 27D

4.LU.1.C: Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing.

1. Use adjectives to compare GW2
2. Use adjectives with more and most G9T
3. Good, better, best, bad, worse, and worst S78

4.LU.1.D: Use modal words (e.g., *can*, *may*, *must*) to convey various conditions when speaking and writing.

1. Use the correct modal verb 6HX

4.LU.1.E: Use standard subject-verb agreement when speaking and writing.

1. Use the correct subject or verb L85
2. Use the correct subject or verb – with compound subjects TQ7

4.LU.1.F: Use standard noun-pronoun agreement when speaking and writing.

1. Choose between subject and object personal pronouns 2VF
2. Replace the noun with a personal pronoun QXY
3. Compound subjects and objects with "I" and "me" UUK

4.LU.2 Mechanics

4.LU.2.A: Use commas in series, dates, addresses, and letters in writing.

Commas

1. Commas with a series 5CP
2. Commas with dates DLJ
3. Commas with the names of places ALN

Formatting

4. Greetings and closings of letters QJX

5. Formatting street addresses FZ2

1. Punctuating dialogue ECG

Contractions

1. Pronoun-verb contractions U8T
2. Contractions with "not" XNV

Possessive nouns

3. Form the singular or plural possessive BRH
4. Identify and correct errors with plural and possessive nouns WMN

Contractions

1. Pronoun-verb contractions U8T
2. Contractions with "not" XNV

Possessive nouns

3. Form the singular or plural possessive BRH
4. Identify and correct errors with plural and possessive nouns WMN

Regular plurals

5. Form regular plurals with -s, -es, and -ies RKT
6. Use regular plurals with -s, -es, and -ies 68P
7. Form regular plurals with -s, -es, -ies, and -ves 5VG
8. Use regular plurals with -s, -es, -ies, and -ves FJN

Irregular plurals

9. Form and use irregular plurals 9QM

Regular past tense

10. Form and use the regular past tense 29B

Irregular past tense

11. Form and use the irregular past tense: set 1 Q9P
12. Form and use the irregular past tense: set 2 H6N

4.LU.2.B: Use commas and quotation marks to indicate dialogue in writing.

4.LU.2.C: Use apostrophes to form contractions and to show possession in writing.

4.LU.2.D: Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.

13. Form and use the irregular past tense: set
3 49P

14. Form and use the irregular past tense: set
4 MYG

Word patterns

15. Word pattern analogies SN5

16. Word pattern sentences GSW

Compound words

17. Form compound words with pictures WRS

18. Form compound words JSG

19. Form and use compound words JX5

Comparative adjectives

20. Spell adjectives that compare WA9

Homophones

21. Use the correct homophone S8L

4.LU.2.E: Consult reference materials to check and correct spelling.

1. Use guide words AJ5

2. Use dictionary entries K7L

Research

4.R.1 Evaluation and Synthesis of Information

4.R.1.A: Construct and formulate questions about a topic.

4.R.1.B: Identify search terms to locate information on the topic and gather relevant information from various print and digital sources.

4.R.1.C: Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.

4.R.1.D: Develop notes that include important concept, summaries, and identification of information sources.

4.R.1.E: Organize and share information orally, in writing, or through visual display.

4.R.1.F: Avoid plagiarism and give proper credit by providing citations whenever using another person's media, facts, ideas, graphics, music, and direct quotations.

Organization

1. Order items from most general to most specific 2ER
2. Organize information by topic 6GA

Analyze sources

3. Determine the main idea of a passage 7XV

Supporting evidence

4. Distinguish facts from opinions 96L
5. Choose reasons to support an opinion HW7
6. Identify supporting details in literary texts VVG
7. Identify supporting details in informational texts 8MJ

1. Combine main ideas from two texts JZ2
2. Compare information from two texts 8CJ

1. Organize information by topic 6GA

1. Identify and correct plagiarism TMH



IXL Skill Plan

Virginia Standards of Learning (adopted in 2024):
Grade 5



Use IXL's interactive skill plan to get up-to-date skill alignments, assign skills to your students, and track progress.

www.ixl.com/ela/skill-plans/virginia-standards-of-learning-2024-grade-5

Foundations for Reading

5.FFR.3 Phonics and Word Analysis: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.

5.FFR.3.A: Use knowledge of syllabication and syllable types to decode and encode words.

5.FFR.3.B: Use knowledge of morphology (suffixes, prefixes, root/base) to decode words.

Prefixes

1. Words with pre- HZQ
2. Words with re- AMW
3. Words with sub- YTQ
4. Words with mis- GSX
5. Words with un-, dis-, in-, im-, and non- RWE

Suffixes

6. Words with -ful AXG
7. Words with -less VUA
8. Words with -able and -ible NC2
9. Sort words with shared suffixes by part of speech HZW

Prefixes and suffixes

10. Sort words with shared prefixes and suffixes by meaning 55H

Greek and Latin roots

11. Sort words by shared Greek or Latin roots AK9
12. Use Greek and Latin roots as clues to the meanings of words 9MD
13. Use the meanings of words as clues to the meanings of Greek and Latin roots RQX
14. Use words as clues to the meanings of Greek and Latin roots AF5
15. Determine the meanings of Greek and Latin roots FSZ
16. Determine the meanings of words with Greek and Latin roots PDL
17. Match words with Greek and Latin roots to their meanings 67C

5.FFR.3.C: Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.

Developing Skilled Readers and Building Reading Stamina

5.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

5.DSR.A: Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.

5.DSR.B: Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 4-5 band.

1. Determine the meaning of words using synonyms in context 5EM
2. Use context to identify the meaning of a word FP7
3. Use academic vocabulary in context 7LD

Literary texts: level 1

1. Read fantasy with illustrations U9D
2. Read realistic fiction with illustrations YQT
3. Read historical fiction with illustrations GCP

Literary texts: level 2

4. Read realistic fiction STG
5. Read historical fiction ZUX
6. Read poetry PCM
7. Read drama NXX

Informational texts: level 1

8. Read about animals L9D
9. Read about art, music, and traditions WST
10. Read about famous places VT8
11. Read about sports and hobbies GDH

Informational texts: level 2

12. Read about famous people UE2
13. Read about business and technology JRN
14. Read about science and nature JB5
15. Read about history 5E5

5.DSR.C: When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences from texts, including quoting or paraphrasing accurately and tracing where relevant evidence is located.

5.DSR.D: Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning.

5.DSR.E: Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to common organizational text structures, summarizing, asking questions of the text, and others.

Supporting evidence

1. Identify supporting details in literary texts SDP
2. Identify supporting details in informational texts 87Z

Research skills

3. Identify and correct plagiarism R8M

Main idea

1. Determine the main idea of a passage 23G

Theme

2. Determine the themes of short stories KWD

Author's purpose and tone

3. Identify the purpose of a text QX6
4. Which sentence is more formal? 6BD

Point of view

5. Compare and contrast points of view GV8
6. Identify the narrative point of view XPD

Sensory details

7. Identify sensory details EQ2

Inference

8. Use actions and dialogue to understand characters LZ7
9. Compare and contrast characters LTR
10. Draw inferences from a text ETU

Figurative language

11. Determine the meanings of similes and metaphors WXC

12. Interpret the meaning of an allusion from its source B J H
13. Analyze the effects of figures of speech on meaning and tone K M U

Story elements

14. Identify story elements 8 X M
-

Reading and Vocabulary

5.RV.1 Vocabulary Development and Word Analysis

5.RV.1.A: Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.

5.RV.1.B: Discuss meanings of complex words and phrases acquired through conversations and literature.

5.RV.1.C: Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g., *-s*, *-ing*, *-ed*).

Vocabulary in context

1. Find words using context AKN
2. Determine the meaning of words using synonyms in context 5EM
3. Use context to identify the meaning of a word FP7

Academic vocabulary

4. Use academic vocabulary in context 7LD

Domain-specific vocabulary

5. Determine the meaning of domain-specific words with pictures D8L

Figurative language

1. Similes and metaphors with pictures 9TK
2. Determine the meanings of similes and metaphors WXC
3. Interpret the meaning of an allusion from its source BJH

Idioms

4. Determine the meaning of idioms from context: set 1 8ML
5. Determine the meaning of idioms from context: set 2 JQU

1. Use Greek and Latin roots as clues to the meanings of words 9MD
2. Use the meanings of words as clues to the meanings of Greek and Latin roots RQX
3. Use words as clues to the meanings of Greek and Latin roots AF5
4. Determine the meanings of Greek and Latin roots FSZ
5. Determine the meanings of words with Greek and Latin roots PDL

- Match words with Greek and Latin roots to their meanings 67C

5.RV.1.D: Use the context of a sentence to apply knowledge of homophones.

- Homophones with pictures 7ZU
- Use the correct homophone D59

5.RV.1.E: Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word.

Synonyms

- Find synonyms in context 6DA
- Determine the meaning of words using synonyms in context 5EM

Antonyms

- Find antonyms in context BPH

5.RV.1.F: Analyze the morphological relationships between words, including how Greek and Latin affixes and roots impact the meaning.

Prefixes

- Words with pre- HZQ
- Words with re- AMW
- Words with sub- YTQ
- Words with mis- GSX
- Words with un-, dis-, in-, im-, and non- RWE

Suffixes

- Words with -ful AXG
- Words with -less VUA
- Words with -able and -ible NC2

Prefixes and suffixes

- Sort words with shared prefixes and suffixes by meaning 55H
- Sort words with shared suffixes by part of speech HZW

Greek and Latin roots

- Sort words by shared Greek or Latin roots AK9
- Use Greek and Latin roots as clues to the meanings of words 9MD
- Use the meanings of words as clues to the meanings of Greek and Latin roots RQX
- Use words as clues to the meanings of Greek and Latin roots AF5
- Determine the meanings of Greek and Latin roots FSZ

16. Determine the meanings of words with Greek and Latin roots PDL
17. Match words with Greek and Latin roots to their meanings 67C

Word patterns

18. Word pattern analogies WWV
19. Word pattern sentences 47F

5.RV.1.G: Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.

Informational texts: level 1

1. Read about animals L9D
2. Read about art, music, and traditions WST
3. Read about famous places VT8
4. Read about sports and hobbies GDH

Informational texts: level 2

5. Read about famous people UE2
6. Read about business and technology JRN
7. Read about science and nature JB5
8. Read about history 5E5

5.RV.1.H: Distinguish shades of meaning among verbs and adjectives.

1. Describe the difference between related words KV6
2. Positive and negative connotation BPJ

5.RV.1.I: Use strategies to infer word meanings.

Synonyms and antonyms

1. Choose the synonym GVE

Multiple-meaning words

2. Which definition matches the sentence? SWG
3. Which sentence matches the definition? 7PS

5.RV.1.J: Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.

Dictionary skills

1. Use guide words VHY
2. Use dictionary entries ZS7
3. Use dictionary definitions PFT

Thesaurus skills

4. Use thesaurus entries 82B

5.RV.1.K: Use newly learned words and phrases in discussions and speaking activities.

Reading Literary Text

5.RL.1 Key Ideas and Plot Details

5.RL.1.A: Summarize the story or play, including the overarching theme and lessons learned, and explain how they are developed or conveyed through specific details.

5.RL.1.B: Describe plots in stories as a sequence of events that develops the central conflict and resolution, including initiating events, climax, and resolution.

5.RL.1.C: Explain how events from the plot cause the character(s) to change or evolve and how the development of character(s) or settings impact the plot.

Theme

1. Determine the themes of short stories KWD

Summary

2. Identify story elements 8XM
3. Read drama NXX
4. Summarize a story DGQ

1. Identify story elements 8XM
2. Summarize a story DGQ

Character analysis

1. Distinguish points of view 66N
2. Use actions and dialogue to understand characters LZ7
3. Compare and contrast characters LTR

Summary

4. Identify story elements 8XM
5. Summarize a story DGQ

Literary texts: level 1

6. Read fantasy with illustrations U9D
7. Read realistic fiction with illustrations YQT
8. Read historical fiction with illustrations GCP

Literary texts: level 2

9. Read realistic fiction STG
10. Read historical fiction ZUX

5.RL.2 Craft and Style

5.RL.2.A: Describe how an author develops a character through what characters say, think, do, and how other characters respond.

5.RL.2.B: Analyze the author's use of language (e.g., synonyms, figurative language, sensory words, dialogue, dialect) and their impact on understanding characters, setting, and plot events.

Character analysis

1. Use actions and dialogue to understand characters LZ7

Literary texts: level 1

2. Read fantasy with illustrations U9D
3. Read realistic fiction with illustrations YQT
4. Read historical fiction with illustrations GCP

Literary texts: level 2

5. Read realistic fiction STG
6. Read historical fiction ZUX
7. Read drama NXX

Figurative language

1. Interpret the meaning of an allusion from its source BJH
2. Determine the meaning of idioms from context: set 1 8ML
3. Identify the meaning of idioms and adages: set 1 DLW
4. Determine the meaning of idioms from context: set 2 JQU
5. Identify the meaning of idioms and adages: set 2 66E

Word choice

6. Analyze the effects of figures of speech on meaning and tone KMU
7. Describe the difference between related words KV6
8. Positive and negative connotation BPJ

Sensory details

9. Sort sensory details BN8
10. Identify sensory details EQ2

Dialogue

11. Use actions and dialogue to understand characters LZ7

Similes and metaphors

12. Similes and metaphors with pictures 9TK
13. Determine the meanings of similes and metaphors WXC

5.RL.2.C: Analyze how the characteristics of a poem and the author's use of patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) impact meaning.

1. Label the rhyme scheme PG7
2. Identify elements of poetry WDA
3. Read poetry PCM

5.RL.3 Integration of Concepts

5.RL.3.A: Set a purpose for reading by activating prior (experience) and background (content) knowledge.

5.RL.3.B: Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narratives.

1. Compare and contrast points of view GV8

5.RL.3.C: Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events.

1. Compare information from two texts FN5
2. Compare mythological illustrations LRS

Reading Informational Text

5.RI.1 Key Ideas and Confirming Details

5.RI.1.A: Summarize the main ideas of texts and specific paragraphs within them, including how they are developed through the details.

Main idea

1. Use key details to determine the main idea DTM
2. Determine the main idea of a passage 23G

Supporting details

3. Identify supporting details in informational texts 87Z

Informational texts: level 1

4. Read about animals L9D
5. Read about art, music, and traditions WST
6. Read about famous places VT8
7. Read about sports and hobbies GDH

Informational texts: level 2

8. Read about famous people UE2
9. Read about business and technology JRN
10. Read about science and nature JB5
11. Read about history 5E5

5.RI.1.B: Summarize events, procedures, ideas, or concepts in historical, scientific, or technical texts, including what happened, how, and why.

Text structure

1. Determine the order of events in informational texts CQA
2. Compare and contrast in informational texts M6Z
3. Match causes and effects in informational texts QTM
4. Match problems with their solutions XJG
5. Identify text structures ZC2

Supporting details

6. Identify supporting details in informational texts 87Z

Informational texts: level 1

7. Read about animals L9D

8. Read about art, music, and traditions WST
9. Read about famous places VT8
10. Read about sports and hobbies GDH

Informational texts: level 2

11. Read about famous people UE2
12. Read about business and technology JRN
13. Read about science and nature JB5
14. Read about history 5E5

5.RI.1.C: Describe how an author uses reasons, evidence, and opinions to support points in a text, by identifying (and accurately quoting) which reasons and evidence support which point(s).

1. Compare information from two texts FN5
2. Identify supporting details in informational texts 87Z

5.RI.2 Craft and Style

5.RI.2.A: Describe the overall organization patterns of texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological) and how each successive part builds on earlier sections, using available transitional words and phrases.

Text structure

1. Determine the order of events in informational texts CQA
2. Compare and contrast in informational texts M6Z
3. Match causes and effects in informational texts QTM
4. Match problems with their solutions XJG
5. Identify text structures ZC2

Transitions

6. Choose the best transition X9M

5.RI.2.B: Examine text features and search tools in multiple print and digital sources to evaluate and gain meaning from the information found.

1. Read graphic organizers 75M
2. Select and use text features CVZ

5.RI.2.C: Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of the text.

1. Identify the purpose of a text QX6

5.RI.3 Integration of Concepts

5.RI.3.A: Use prior (experience) and background (content) knowledge as context for new learning.

5.RI.3.B: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

5.RI.3.C: Explain the relationships or interactions between two or more individuals, events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why based on specific information in the text.

1. Compare and contrast points of view GV8
2. Compare information from two texts FN5
3. Distinguish facts from opinions 7GS

Text structure

1. Determine the order of events in informational texts CQA
2. Compare and contrast in informational texts M6Z
3. Match causes and effects in informational texts QTM
4. Match problems with their solutions XJG
5. Identify text structures ZC2

Supporting details

6. Identify supporting details in informational texts 87Z

Reading comprehension

7. Read about animals L9D
8. Read about art, music, and traditions WST
9. Read about famous places VT8
10. Read about sports and hobbies GDH
11. Read about famous people UE2
12. Read about business and technology JRN
13. Read about science and nature JB5
14. Read about history 5E5

Foundations for Writing

5.FFW.1 Handwriting

5.FFW.1.A: Maintain legible printing.

5.FFW.1.B: Maintain legible cursive.

5.FFW.1.C: Sign first and last name.

5.FFW.2 Spelling

5.FFW.2.A: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to spell accurately.

5.FFW.2.B: Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

Writing

5.W.1 Modes and Purposes for Writing

5.W.1.A: Write personal or fictional narratives in prose or poetic form that organize the writing around a central problem, conflict, or experience using descriptions or dialogue to develop the experience(s).

Organization

1. Put the sentences in order 9KC

Descriptive details

2. Show character emotions and traits 2AF
3. Revise the sentence using a stronger verb ALY
4. Add imagery to stories JHD
5. Punctuating dialogue 9RG

Sensory details

6. Sort sensory details BN8
7. Identify sensory details EQ2

Transitions

8. Choose the best transition X9M

5.W.1.B: Write expository texts to examine a topic and convey ideas that develop the focus with relevant facts, concrete details, and examples from multiple sources and are grouped logically.

Introductions and conclusions

1. Choose the best topic sentence PBS
2. Choose the best concluding sentence LGR

Organization

3. Organize information by topic XL8

Supporting evidence

4. Distinguish facts from opinions 7GS
5. Identify supporting details in literary texts SDP
6. Identify supporting details in informational texts 87Z

Plagiarism

7. Identify and correct plagiarism R8M

5.W.1.C: Write persuasive pieces on topics or texts, including media messages, supporting a clear perspective with adequate facts, reasons, and logically grouped information.

Organization

1. Organize information by topic XL8

Purpose

- Identify the purpose of a text QX6

Facts and opinions

- Distinguish facts from opinions 7GS
- Identify an author's statement of opinion RAE

Supporting evidence

- Choose reasons to support an opinion AQK
- Identify supporting details in literary texts SDP
- Identify supporting details in informational texts 87Z

5.W.1.D: Write in response to texts read (including summaries, reflections, and descriptions) in which students demonstrate their thinking with details, examples, and other evidence from the text that are logically grouped.

- Distinguish facts from opinions 7GS
- Choose reasons to support an opinion AQK
- Identify supporting details in literary texts SDP
- Identify supporting details in informational texts 87Z

5.W.2 Organization and Composition

5.W.2.A: Engage in writing as a process to compose well-developed paragraphs. This includes:

5.W.2.A.i: Introducing a clear topic sentence and logically organizing ideas and factual evidence to support the position in persuasive writing.

- Choose the best topic sentence PBS

5.W.2.A.ii: Developing, selecting, and organizing ideas relevant to topic, purpose, and genre, using precise and descriptive language and tone-specific vocabulary to enhance the central idea, tone, and voice.

Purpose

- Identify the purpose of a text QX6

Organization

- Put the sentences in order 9KC
- Remove the sentence that does not belong 6PZ
- Choose the best topic sentence PBS

Literary devices

- Analyze the effects of figures of speech on meaning and tone KMU

Word choice

- Describe the difference between related words KV6

7. Positive and negative connotation BPJ

Academic vocabulary

8. Use academic vocabulary in context 7LD

Descriptive details

9. Revise the sentence using a stronger verb ALY

10. Add imagery to stories JHD

Sensory details

11. Sort sensory details BN8

12. Identify sensory details EQ2

Tone

13. Which sentence is more formal? 6BD

14. Compare passages for tone 2TN

5.W.2.A.iii: Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.

Conjunctions

1. Use coordinating conjunctions RMV

2. Use the correct pair of correlative conjunctions 7QW

3. Fill in the missing correlative conjunction DHV

Transitions

4. Choose the best transition X9M

Prepositions

5. Identify prepositions 2NZ

6. Identify prepositions and their objects U6W

7. Identify prepositional phrases UZH

8. Prepositions: review K9N

Sentence variety

9. Create varied sentences based on models UBL

5.W.2.A.iv: Providing a concluding statement or section.

1. Choose the best concluding sentence LGR

5.W.3 Usage and Mechanics

5.W.3.A: With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and precise word choice.

5.W.3.B: Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English.

1. Remove the sentence that does not belong 6PZ
2. Revise the sentence using a stronger verb ALY
3. Create varied sentences based on models UBL

Capitalization

1. Correct capitalization errors R6Z

Prepositions

2. Identify prepositions 2NZ
3. Identify prepositions and their objects U6W
4. Identify prepositional phrases UZH
5. Prepositions: review K9N

Adverbs

6. Identify adverbs FKZ

Conjunctions

7. Identify coordinating conjunctions FGB
8. Identify subordinating conjunctions GQ6

Correct errors

9. Correct errors with signs XSD

Language Usage

5.LU.1 Grammar

5.LU.1.A: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Conjunctions

1. Use coordinating conjunctions RMV
2. Use the correct pair of correlative conjunctions 7QW
3. Fill in the missing correlative conjunction DHV

Transitions

4. Choose the best transition X9M

Sentence structure

5. Create varied sentences based on models UBL
6. Create compound sentences U9M

5.LU.1.B: Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.

1. Use relative adverbs Q5G
2. Use adverbs to compare G6Q

5.LU.1.C: Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence.

1. Use coordinating conjunctions RMV

5.LU.1.D: Recognize and correct inappropriate shifts in verb tense and number in writing.

1. Correct inappropriate shifts in verb tense WDH

5.LU.1.E: Use standard subject-verb agreement when speaking and writing.

1. Use the correct subject or verb F5Q
2. Use the correct subject or verb – with compound subjects XGL

5.LU.2 Mechanics

5.LU.2.A: Use commas correctly in compound sentences.

1. Commas with compound and complex sentences QM9

5.LU.2.B: Use colons to separate hours and minutes and to introduce a list.

1. Use semicolons, colons, and commas with lists YWZ

5.LU.2.C: Use a hyphen to divide words at the end of a line in writing.

5.LU.2.D: Use spelling patterns and generalizations (e.g., word families, syllable patterns, ending rules) when pronouncing and writing words.

Contractions

1. Pronoun-verb contractions J79
2. Contractions with "not" KRX

Plurals and possessives

3. Form the singular or plural possessive BME
4. Identify and correct errors with plural and possessive nouns ME2

Regular plurals

5. Form plurals of nouns ending in f, fe, o, and y JHG
6. Form and use plurals of nouns ending in f, fe, o, and y MYY
7. Form plurals: review 2KG
8. Form and use plurals: review VPE

Regular past tense

9. Form and use the regular past tense S7F

Irregular past tense

10. Form and use the irregular past tense 42P

Word patterns

11. Word pattern analogies WWV
12. Word pattern sentences 47F

Comparative adjectives

13. Spell adjectives that compare FJF

Homophones

14. Homophones with pictures 7ZU

5.LU.2.E: Consult reference materials to check and correct spelling.

1. Use guide words VHY
 2. Use dictionary entries ZS7
-

Research

5.R.1 Evaluation and Synthesis of Information

5.R.1.A: Formulate questions that help narrow the topic and revise questions as needed based on research.

5.R.1.B: Identify search terms to locate information and gather relevant information from various print and digital sources to address the research.

5.R.1.C: Organize and synthesize information from the print and digital resources, evaluating their relevance, reliability, and credibility.

Analyze sources

1. Determine the main idea of a passage 23G

Organization

2. Order items from most general to most specific VRX
3. Organize information by topic XL8

Supporting evidence

4. Distinguish facts from opinions 7GS
5. Choose reasons to support an opinion AQK
6. Identify supporting details in literary texts SDP
7. Identify supporting details in informational texts 87Z

5.R.1.D: Develop notes that include important concepts, summaries, and identification of information sources.

1. Combine main ideas from two texts 94B
2. Compare information from two texts FN5

5.R.1.E: Organize and share information orally, in writing, or through visual display.

1. Organize information by topic XL8

5.R.1.F: Avoid plagiarism and give proper credit by providing citations whenever using another person's media, facts, ideas, graphics, music, and direct quotations.

1. Identify and correct plagiarism R8M



IXL Skill Plan

Virginia Standards of Learning (adopted in 2024):
Grade 6



Use IXL's interactive skill plan to get up-to-date skill alignments, assign skills to your students, and track progress.

www.ixl.com/ela/skill-plans/virginia-standards-of-learning-2024-grade-6

Developing Skilled Readers and Building Reading Stamina

6.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

6.DSR.A: Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding when necessary.

6.DSR.B: Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band.

Context clues

1. Find words using context LQN
2. Determine the meaning of words using synonyms in context GYH
3. Determine the meaning of words using antonyms in context R7J
4. Use context to identify the meaning of a word 5UB
5. Use academic vocabulary in context: informational U9R

Domain-specific vocabulary

6. Determine the meaning of domain-specific words with pictures N5K

Literary texts

1. Analyze short stories RJL

Novel study

2. Analyze passages from *The Lightning Thief*: Part 1 SYH
3. Analyze passages from *The Lightning Thief*: Part 2 ADP
4. Analyze passages from *Roll of Thunder, Hear My Cry*: Part 1 HPS
5. Analyze passages from *Roll of Thunder, Hear My Cry*: Part 2 4P7
6. Analyze passages from *Esperanza Rising*: Part 1 X5F
7. Analyze passages from *Esperanza Rising*: Part 2 CGM

Nonfiction texts

8. Read about animals ATS
9. Read about famous places 8LK
10. Read passages about business and technology 5S3
11. Read about science and nature KJZ
12. Read about history GLR

Arguments

13. Trace an argument A9H

Nonfiction book study

14. Analyze passages from *Harriet Tubman: Conductor on the Underground Railroad: Part 1* GJ7
15. Analyze passages from *Harriet Tubman: Conductor on the Underground Railroad: Part 2* VKZ
16. Analyze passages from *I Am Malala: Part 1* VMS
17. Analyze passages from *I Am Malala: Part 2* BQ8

Supporting evidence

1. Identify supporting details in informational texts 23B
2. Identify supporting details in literary texts 6FM

Research skills

3. Recognize the parts of a Works Cited entry (MLA 8th–9th editions) AV7
4. Use in-text citations (MLA 8th–9th editions) C9Y
5. Identify and correct plagiarism ADU

6.DSR.C: When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.

6.DSR.D: Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning.

6.DSR.E: Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others.

Text structure

1. Compare and contrast in informational texts QZW
2. Match causes and effects in informational texts F7K
3. Match problems with their solutions WGB
4. Identify text structures 6G9

Point of view

5. Determine the author's point of view HR2
6. Identify the narrative point of view TTM

Audience and purpose

7. Identify the author's purpose GEU

Main idea

8. Determine the main idea of a passage R2C

Theme

9. Match the quotations with their themes 4J8
10. Determine the themes of short stories BDD

Tone

11. Which sentence is more formal? R5Q
12. Compare passages for tone ZBZ

Figurative language

13. Identify sensory details 52H
14. Interpret the meaning of an allusion from its source GZF
15. Interpret figures of speech FWM
16. Analyze the effects of figures of speech on meaning and tone M8D

Inferences

17. Draw inferences from literary texts G75

Reading and Vocabulary

6.RV.1 Vocabulary Development and Word Analysis

6.RV.1.A: Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.

Domain-specific vocabulary

1. Determine the meaning of domain-specific words with pictures N5K

Vocabulary in context

2. Find words using context LQN
3. Determine the meaning of words using synonyms in context GYH
4. Determine the meaning of words using antonyms in context R7J
5. Use context to identify the meaning of a word 5UB
6. Use academic vocabulary in context: literary PQU
7. Use academic vocabulary in context: informational U9R

Prefixes

8. Words with pre- JWX
9. Words with re- KNP
10. Words with sub- ZWK
11. Words with mis- Z9J
12. Words with un-, dis-, in-, im-, and non- WP7

Suffixes

13. Words with -ful DT9
14. Words with -less P2A
15. Words with -able and -ible PPK

Greek and Latin roots

16. Use Greek and Latin roots as clues to the meanings of words N5R
17. Use the meanings of words as clues to the meanings of Greek and Latin roots MN9
18. Use words as clues to the meanings of Greek and Latin roots 75T

19. Determine the meanings of Greek and Latin roots CE5
20. Determine the meanings of words with Greek and Latin roots K6P

Word choice

21. Revise the sentence using a stronger verb TKB
22. Positive and negative connotation CMA

Transitions

23. Transitions with conjunctive adverbs FG8

6.RV.1.B: Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.

Vocabulary in context

1. Find synonyms in context YBA
2. Find antonyms in context 28D
3. Find words using context LQN
4. Determine the meaning of words using synonyms in context GYH
5. Determine the meaning of words using antonyms in context R7J
6. Use context to identify the meaning of a word 5UB
7. Use academic vocabulary in context: literary PQU
8. Use academic vocabulary in context: informational U9R

Figurative language

9. Interpret the meaning of an allusion from its source GZF
10. Interpret figures of speech FWM

Domain-specific vocabulary

11. Determine the meaning of domain-specific words with pictures N5K

Homophones

12. Which definition matches the sentence? DXX
13. Which sentence matches the definition? RMZ

Idioms

14. Determine the meaning of idioms from context: set 1 FQN

15. Determine the meaning of idioms from context:
set 2 42L

6.RV.1.C: Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words.

Greek and Latin roots

1. Use Greek and Latin roots as clues to the meanings of words N5R
2. Use the meanings of words as clues to the meanings of Greek and Latin roots MN9
3. Use words as clues to the meanings of Greek and Latin roots 75T
4. Determine the meanings of Greek and Latin roots CE5
5. Determine the meanings of words with Greek and Latin roots K6P

Prefixes

6. Words with pre- JWX
7. Words with re- KNP
8. Words with sub- ZWK
9. Words with mis- Z9J
10. Words with un-, dis-, in-, im-, and non- WP7

Suffixes

11. Words with -ful DT9
12. Words with -less P2A
13. Words with -able and -ible PPK

6.RV.1.D: Use the relationship between particular words, including synonyms and antonyms to better understand each word.

Synonyms and antonyms

1. Choose the synonym MCX
2. Choose the antonym QK8
3. Determine the meaning of words using synonyms in context GYH
4. Determine the meaning of words using antonyms in context R7J

Analogies

5. Analogies CXY
6. Analogies: challenge CK7

6.RV.1.E: Explain the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification.

1. Interpret the meaning of an allusion from its source GZF
2. Interpret figures of speech FWM

3. Analyze the effects of figures of speech on meaning and tone M8D
4. Determine the meaning of idioms from context: set 1 FQN
5. Determine the meaning of idioms from context: set 2 42L

6.RV.1.G: Use general and specialized word-reference materials, print and digital, to identify word origins and derivations and pronunciation.

1. Use guide words 2J5
2. Use dictionary entries YQU

6.RV.1.H: Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

Reading Literary Text

6.RL.1 Key Ideas and Plot Details

6.RL.1.A: Summarize texts, including determining the central theme of stories, plays, or poems, and how they are conveyed through specific details.

1. Match the quotations with their themes 4J8
2. Determine the themes of short stories BDD

6.RL.1.B: Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution.

1. Read drama DWK
2. Analyze short stories RJL

6.RL.1.C: Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot.

6.RL.1.D: Explain how static and dynamic characters impact the plot.

6.RL.1.E: Explain the role of the protagonist and antagonist on plot events.

6.RL.2 Craft and Style

6.RL.2.A: Describe the poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) and their intended impact on the reader.

Rhyme scheme

1. Label the rhyme scheme WJ9

Figurative language

2. Interpret the meaning of an allusion from its source GZF
3. Interpret figures of speech FWM
4. Classify figures of speech QX9
5. Analyze the effects of figures of speech on meaning and tone M8D

Sensory details

6. Identify sensory details 52H

6.RL.2.B: Explain elements of author's style as purposeful choices (e.g., imagery, figurative language, and word choice) to develop tone.

Figurative language

1. Interpret the meaning of an allusion from its source [GZF](#)
2. Interpret figures of speech [FWM](#)
3. Analyze the effects of figures of speech on meaning and tone [M8D](#)
4. Determine the meaning of idioms from context: set 1 [FQN](#)
5. Determine the meaning of idioms from context: set 2 [42L](#)

Sensory details

6. Identify sensory details [52H](#)

Tone

7. Which sentence is more formal? [R5Q](#)
8. Compare passages for tone [ZBZ](#)

Word choice and usage

9. Describe the difference between related words [RBH](#)
10. Positive and negative connotation [CMA](#)

6.RL.2.C: Explain how an author develops the point of view (e.g., first-person, third-person limited, third-person omniscient) of the narrator or speaker in a text and influences how events are described in stories, plays, or poems.

1. Identify the narrative point of view [TTM](#)

6.RL.3 Integration of Concepts

6.RL.3.A: Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.

Short stories

1. Analyze short stories [RJL](#)

Novel study

2. Analyze passages from *The Lightning Thief*: Part 1 [SYH](#)
3. Analyze passages from *The Lightning Thief*: Part 2 [ADP](#)
4. Analyze passages from *Roll of Thunder, Hear My Cry*: Part 1 [HPS](#)
5. Analyze passages from *Roll of Thunder, Hear My Cry*: Part 2 [4P7](#)

6. Analyze passages from *Esperanza Rising*: Part 1 X5F
7. Analyze passages from *Esperanza Rising*: Part 2 CGM

6.RL.3.B: Compare and contrast details in two or more paired literary fiction and nonfiction texts on the same topic or with similar themes, including how chapters, scenes, or stanzas work together to provide the overall structure of each text.

1. Compare two texts with different genres KVP

Reading Informational Text

6.RI.1 Key Ideas and Confirming Details

6.RI.1.A: Summarize texts, including their main idea(s) and how they are developed with specific details.

Main idea

1. Determine the main idea of a passage R2C
2. Read about science and nature KJZ
3. Trace an argument A9H

Supporting details

4. Compare information from two texts G7K
5. Identify supporting details in informational texts 23B

Text structure

6. Compare and contrast in informational texts QZW
7. Match causes and effects in informational texts F7K
8. Match problems with their solutions WGB

Facts and opinions

9. Distinguish facts from opinions F94

Main ideas in nonfiction books

10. Analyze passages from *Harriet Tubman: Conductor on the Underground Railroad: Part 1* GJ7
11. Analyze passages from *Harriet Tubman: Conductor on the Underground Railroad: Part 2* VKZ
12. Analyze passages from *I Am Malala: Part 1* VMS
13. Analyze passages from *I Am Malala: Part 2* BQ8

6.RI.1.B: Describe how a key individual, event or idea is introduced, illustrated, and elaborated in historical, scientific or technical texts (e.g., through examples or anecdotes).

Text structure

1. Compare and contrast in informational texts QZW
2. Match causes and effects in informational texts F7K
3. Match problems with their solutions WGB

- Identify text structures 6G9

Main idea

- Read about science and nature KJZ
- Trace an argument A9H

Supporting details

- Identify supporting details in informational texts 23B

6.RI.1.C: Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons, from claims that are not.

- Trace an argument A9H
- Classify logical fallacies JXZ
- Identify supporting details in informational texts 23B

6.RI.2 Craft and Style

6.RI.2.A: Determine the purpose of text features (e.g., boldface and italics type; type set in color; underlining; graphics and photographs; and headings and subheadings).

- Read graphic organizers KCS

6.RI.2.B: Explain how an author's word choice, organizational pattern, and language structure convey the author's purpose.

Figurative language

- Interpret the meaning of an allusion from its source GZF
- Interpret figures of speech FWM
- Analyze the effects of figures of speech on meaning and tone M8D
- Determine the meaning of idioms from context: set 1 FQN
- Determine the meaning of idioms from context: set 2 42L

Word choice and usage

- Describe the difference between related words RBH
- Positive and negative connotation CMA

Text structure

- Compare and contrast in informational texts QZW
- Match causes and effects in informational texts F7K
- Match problems with their solutions WGB

11. Identify text structures 6G9

Author's purpose

12. Identify the author's purpose GEU

6.RI.2.C: Explain how an author establishes and conveys a perspective or purpose in an informational text.

1. Identify the author's purpose GEU

2. Trace an argument A9H

3. Compare information from two texts G7K

6.RI.3 Integration of Concepts

6.RI.3.A: Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.

Text structure

1. Compare and contrast in informational texts QZW

2. Match causes and effects in informational texts F7K

3. Match problems with their solutions WGB

4. Identify text structures 6G9

Arguments

5. Trace an argument A9H

Nonfiction book study

6. Analyze passages from *Harriet Tubman: Conductor on the Underground Railroad: Part 1* GJ7

7. Analyze passages from *Harriet Tubman: Conductor on the Underground Railroad: Part 2* VKZ

8. Analyze passages from *I Am Malala: Part 1* VMS

9. Analyze passages from *I Am Malala: Part 2* BQ8

Compare texts

10. Compare information from two texts G7K

6.RI.3.B: Compare and contrast one author's presentation of ideas or events with another's identifying where the texts agree or disagree.

1. Compare information from two texts G7K

2. Compare two texts with different genres KVP

Writing

6.W.1 Modes and Purposes for Writing

6.W.1.A: Write narratives to entertain, to share a personal experience, or to alter an existing story that uses narrative techniques to develop the characters, event(s), and experience(s).

Word choice and usage

1. Revise the sentence using a stronger verb TKB
2. Describe the difference between related words RBH
3. Positive and negative connotation CMA

Tone

4. Compare passages for tone ZBZ

Sensory language

5. Identify sensory details 52H

Quotations and dialogue

6. Formatting quotations and dialogue FNT

6.W.1.B: Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.

Organization

1. Order topics from broadest to narrowest GBJ
2. Organize information by topic 7BE
3. Remove the sentence that does not belong P9H

Supporting evidence

4. Distinguish facts from opinions F94
5. Choose evidence to support a claim T7W
6. Identify supporting details in informational texts 23B
7. Identify supporting details in literary texts 6FM

Logical fallacies

8. Classify logical fallacies JXZ

6.W.1.C: Write persuasively about topics or texts, including media messages, supporting well-defined claims with clear reasons and evidence that are logically grouped.

Organization

1. Organize information by topic 7BE

Supporting evidence

2. Distinguish facts from opinions F94
3. Choose evidence to support a claim T7W

4. Identify supporting details in informational texts 23B
5. Identify supporting details in literary texts 6FM

Logical fallacies

6. Classify logical fallacies JXZ

Author's purpose

7. Identify the author's purpose GEU

6.W.1.D: Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).

1. Distinguish facts from opinions F94
2. Choose evidence to support a claim T7W
3. Identify supporting details in informational texts 23B
4. Identify supporting details in literary texts 6FM

6.W.2 Organization and Composition

6.W.2.A: Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

6.W.2.A.i: Composing a thesis statement that focuses the topic and introduces the piece clearly.

1. Which is a thesis statement? E6G

6.W.2.A.ii: Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.

Text structure

1. Compare and contrast in informational texts QZW
2. Match causes and effects in informational texts F7K
3. Match problems with their solutions WGB
4. Identify text structures 6G9

Organization

5. Order topics from broadest to narrowest GBJ
6. Organize information by topic 7BE
7. Remove the sentence that does not belong P9H

Supporting evidence

8. Choose evidence to support a claim T7W
9. Identify supporting details in informational texts 23B
10. Identify supporting details in literary texts 6FM

6.W.2.A.iii: Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.

Supporting evidence

1. Distinguish facts from opinions F94
2. Choose evidence to support a claim T7W
3. Identify supporting details in informational texts 23B
4. Identify supporting details in literary texts 6FM

Logical fallacies

5. Classify logical fallacies JXZ

6.W.2.A.iv: Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.

1. Transitions with conjunctive adverbs FG8
2. Use coordinating conjunctions N62
3. Use the correct pair of correlative conjunctions 9TP
4. Fill in the missing correlative conjunction DT6

6.W.2.A.v: Selecting vocabulary and information to enhance the central idea, tone, and voice.

Tone

1. Which sentence is more formal? R5Q
2. Compare passages for tone ZBZ

Literary devices

3. Analyze the effects of figures of speech on meaning and tone M8D

Word choice and usage

4. Describe the difference between related words RBH
5. Positive and negative connotation CMA

Descriptive details

6. Use personification DBX
7. Revise the sentence using a stronger verb TKB

Domain-specific words

8. Determine the meaning of domain-specific words with pictures N5K

Supporting evidence

9. Distinguish facts from opinions F94
10. Choose evidence to support a claim T7W
11. Identify supporting details in informational texts 23B

12. Identify supporting details in literary texts 6FM

6.W.2.A.vi: Expanding and embedding ideas to create sentence variety.

Sentence variety

1. Create varied sentences based on models YJK
2. Is the sentence declarative, interrogative, imperative, or exclamatory? AJK
3. Is the sentence simple, compound, or complex? WA8

Conjunctions

4. Use coordinating conjunctions N62
5. Use the correct pair of correlative conjunctions 9TP
6. Fill in the missing correlative conjunction DT6

Transitions

7. Transitions with conjunctive adverbs FG8

6.W.2.A.vii: Providing a concluding statement or section.

1. Choose the best concluding sentence GE7

6.W.3 Usage and Mechanics

6.W.3.A: Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.

1. Remove the sentence that does not belong P9H
2. Create varied sentences based on models YJK
3. Revise the sentence using a stronger verb TKB
4. Suggest appropriate revisions KV2

6.W.3.B: Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.

Sentences, fragments, and run-ons

1. Is it a complete sentence or a fragment? 7SV
2. Is it a complete sentence or a run-on? 2YN
3. Is it a complete sentence, a fragment, or a run-on? 2UR

Sentence types

4. Is the sentence simple, compound, or complex? WA8

Edit and revise

5. Use the correct frequently confused word ZK7
6. Correct errors with frequently confused words QGB
7. Correct errors with signs FYL

8. Correct errors in everyday use GS8

9. Suggest appropriate revisions KV2

Plural and possessive nouns

10. Identify and correct errors with plural and possessive nouns PMQ

Commas

11. Commas with series, dates, and places SSV

12. Commas with compound and complex sentences 2AC

13. Commas with direct addresses, introductory words, interjections, and interrupters KV5

14. Commas with coordinate adjectives 5DU

15. Commas: review B2P

Restrictive and nonrestrictive elements

16. What does the punctuation suggest? CVE

17. Commas with nonrestrictive elements PZY

Dashes

18. Use dashes TGX

Formatting

19. Formatting quotations and dialogue FNT

Capitalization

20. Correct capitalization errors GTT

21. Capitalizing titles JTA

Pronouns and antecedents

22. Use the pronoun that agrees with the antecedent EXW

23. Identify vague pronoun references MGF

24. Correct inappropriate shifts in pronoun number and person HTL

Reflexive pronouns

25. Choose between personal and reflexive pronouns A5T

26. Use reflexive pronouns PC6

Subject-verb agreement

- 27. Use the correct subject or verb UZN
- 28. Use the correct verb - with compound subjects 8XP

Verb tense

- 29. Irregular past tense: review 9P7
- 30. Correct inappropriate shifts in verb tense B2Q

Adjectives

- 31. Order adjectives 5XY
- 32. Form and use comparative and superlative adjectives JG5
- 33. Good, better, best, bad, worse, and worst 7R7

Adverbs

- 34. Use relative adverbs BVJ
- 35. Form and use comparative and superlative adverbs RMB
- 36. Well, better, best, badly, worse, and worst M47

Adjectives and adverbs

- 37. Choose between adjectives and adverbs RBC

Reference skills

- 38. Alphabetical order 5HM
 - 39. Use guide words 2J5
 - 40. Use dictionary entries YQU
-

Language Usage

6.LU.1 Grammar

6.LU.1.A: Construct simple, compound, and complex sentences to communicate ideas clearly and add variety to writing.

1. Create varied sentences based on models YJK
2. Is the sentence simple, compound, or complex? WA8

6.LU.1.B: Use pronoun-antecedent agreement, including indefinite and reflexive pronouns when speaking and writing.

Pronouns and antecedents

1. Use the pronoun that agrees with the antecedent EXW
2. Correct inappropriate shifts in pronoun number and person HTL

Reflexive pronouns

3. Choose between personal and reflexive pronouns A5T
4. Use reflexive pronouns PC6

6.LU.1.C: Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.

1. Use relative adverbs BVJ
2. Choose between adjectives and adverbs RBC
3. Form and use comparative and superlative adjectives JG5
4. Good, better, best, bad, worse, and worst 7R7

6.LU.1.D: Use phrases and clauses within a sentence and apply appropriate subject-verb agreement when speaking and writing.

Phrases and clauses

1. Identify dependent and independent clauses K9B
2. Identify prepositional phrases YXH

Subject-verb agreement

3. Use the correct subject or verb UZN
4. Use the correct verb - with compound subjects 8XP

6.LU.1.E: Form and use often confusing verbs (e.g., lie/lay, sit/set, rise/raise) correctly in sentences.

1. Irregular past tense: review 9P7

6.LU.2 Mechanics

6.LU.2.A: Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

Sentences, fragments, and run-ons

1. Is it a complete sentence or a fragment? 7SV
2. Is it a complete sentence or a run-on? 2YN
3. Is it a complete sentence, a fragment, or a run-on? 2UR

Commas

4. Commas with series, dates, and places SSV
5. Commas with compound and complex sentences 2AC
6. Commas with direct addresses, introductory words, interjections, and interrupters KV5
7. Commas with coordinate adjectives 5DU
8. Commas: review B2P

Restrictive and nonrestrictive elements

9. What does the punctuation suggest? CVE
10. Commas with nonrestrictive elements PZY

Dashes

11. Use dashes TGX

6.LU.2.B: Use and punctuate dialogue and direct quotations appropriately in writing.

1. Formatting quotations and dialogue FNT

6.LU.2.C: Recognize and consistently spell frequently used words accurately.

Frequently confused words

1. Use the correct frequently confused word ZK7
2. Correct errors with frequently confused words QGB

Homophones

3. Use the correct homophone XN5

Plurals

4. Form plurals of nouns ending in f, fe, o, and y TPG
5. Form and use plurals of nouns ending in f, fe, o, and y 3C6
6. Form plurals: review NLA
7. Form and use plurals: review KSA
8. Form the singular or plural possessive 7U7

9. Identify and correct errors with plural and possessive nouns PMQ

Past tense

10. Irregular past tense: review 9P7

Adjectives and adverbs

11. Form and use comparative and superlative adjectives JG5
12. Form and use comparative and superlative adverbs RMB

Contractions

13. Pronoun-verb contractions 89Y
14. Contractions with "not" 2BV

6.LU.2.D: Consult reference materials to check and correct spelling.

1. Alphabetical order 5HM
 2. Use guide words 2J5
 3. Use dictionary entries YQU
-

Research

6.R.1 Evaluation and Synthesis of Information

6.R.1.A: Formulate appropriately narrow questions about a research topic and refocus the inquiry when appropriate.

6.R.1.B: Collect information from multiple sources, using search terms effectively.

6.R.1.C: Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.

6.R.1.D: Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.

6.R.1.E: Organize and share findings in formal and informal oral or written formats.

1. Identify relevant sources ZMX

Research skills

1. Identify relevant sources ZMX

Organization

- Order topics from broadest to narrowest GBJ
- Organize information by topic 7BE

Analyze sources

4. Determine the main idea of a passage R2C

Supporting evidence

- Distinguish facts from opinions F94
- Choose evidence to support a claim T7W
- Identify supporting details in informational texts 23B
- Identify supporting details in literary texts 6FM

Logical fallacies

9. Classify logical fallacies JXZ

- Recognize the parts of a Works Cited entry (MLA 8th–9th editions) AV7
- Use in-text citations (MLA 8th–9th editions) C9Y
- Identify and correct plagiarism ADU

6.R.1.F: Give credit for information quoted or paraphrased using standard citations (e.g., author, article, title, webpage, and publication date).

1. Recognize the parts of a Works Cited entry (MLA 8th–9th editions) AV7
2. Use in-text citations (MLA 8th–9th editions) C9Y
3. Identify and correct plagiarism ADU

6.R.1.G: Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.



IXL Skill Plan

Virginia Standards of Learning (adopted in 2024):
Grade 7



Use IXL's interactive skill plan to get up-to-date skill alignments, assign skills to your students, and track progress.

www.ixl.com/ela/skill-plans/virginia-standards-of-learning-2024-grade-7

Developing Skilled Readers and Building Reading Stamina

7.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

7.DSR.A: Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.

7.DSR.B: Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band.

Context clues

1. Find words using context QAU
2. Determine the meaning of words using synonyms in context R5L
3. Determine the meaning of words using antonyms in context WZC
4. Use context to identify the meaning of a word YEQ
5. Use academic vocabulary in context: informational M6A

Domain-specific vocabulary

6. Determine the meaning of domain-specific words with pictures VPB

Literary texts

1. Analyze short stories AVK

Novel study

2. Analyze passages from *A Long Walk to Water: Part 1* EB2
3. Analyze passages from *A Long Walk to Water: Part 2* 9L3
4. Analyze passages from *Anne of Green Gables: Part 1* 45A
5. Analyze passages from *Anne of Green Gables: Part 2* 7FZ

Nonfiction texts

6. Read about animals TZP
7. Read about science and nature H5Q
8. Read about history GLA

Arguments

9. Trace an argument 5LX

Nonfiction book study

10. Analyze passages from *Anne Frank: The Diary of a Young Girl: Part 1* 38P
11. Analyze passages from *Anne Frank: The Diary of a Young Girl: Part 2* BFP
12. Analyze passages from *A Night to Remember: Part 1* BWH
13. Analyze passages from *A Night to Remember: Part 2* 63N

7.DSR.C: When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.

Supporting evidence

1. Identify supporting details in informational texts LZS
2. Identify supporting details in literary texts W8V

Research skills

3. Recognize the parts of a Works Cited entry (MLA 8th–9th editions) 7HD
4. Use in-text citations (MLA 8th–9th editions) H6T
5. Identify plagiarism 5B7

7.DSR.D: Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning.

7.DSR.E: Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others.

Text structure

1. Compare and contrast in informational texts G7X
2. Match causes and effects in informational texts MKL
3. Match problems with their solutions BHK
4. Identify text structures JP2

Point of view

5. Identify the narrative point of view 5HK

Audience and purpose

6. Identify the author's purpose H9H

Main idea

7. Determine the main idea of a passage DB7

Theme

8. Match the quotations with their themes XJK
9. Determine the themes of short stories QQS

Tone

10. Which sentence is more formal? ZXT
11. Compare passages for tone 6RG

Figurative language

12. Identify sensory details PMB
13. Interpret the meaning of an allusion from its source VNX
14. Interpret figures of speech D9X
15. Analyze the effects of figures of speech on meaning and tone R8B

Inferences

16. Draw inferences from literary texts UVZ
-

Reading and Vocabulary

7.RV.1 Vocabulary Development and Word Analysis

7.RV.1.A: Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.

Vocabulary in context

1. Find words using context QAU
2. Determine the meaning of words using synonyms in context R5L
3. Determine the meaning of words using antonyms in context WZC
4. Use context to identify the meaning of a word YEQ
5. Use academic vocabulary in context: informational M6A

Domain-specific vocabulary

6. Determine the meaning of domain-specific words with pictures VPB

Prefixes

7. Words with pre- BDB
8. Words with re- KL8
9. Words with sub- ZA5
10. Words with mis- SGN
11. Words with un-, dis-, in-, im-, and non- F8G

Suffixes

12. Words with -ful VYF
13. Words with -less J2Y
14. Words with -able and -ible WHU

Greek and Latin roots

15. Use Greek and Latin roots as clues to the meanings of words MBU
16. Use words as clues to the meanings of Greek and Latin roots MCB
17. Determine the meanings of Greek and Latin roots VKQ
18. Determine the meanings of words with Greek and Latin roots TSE

Shades of meaning

19. Positive and negative connotation 45Q

Transitions

20. Transitions with conjunctive adverbs 8BF

7.RV.1.B: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.

Vocabulary in context

1. Find words using context QAU
2. Determine the meaning of words using synonyms in context R5L
3. Determine the meaning of words using antonyms in context WZC
4. Use context to identify the meaning of a word YEQ
5. Use academic vocabulary in context: informational M6A

Figurative language

6. Interpret the meaning of an allusion from its source VNX
7. Interpret figures of speech D9X

Domain-specific vocabulary

8. Determine the meaning of domain-specific words with pictures VPB

Homophones

9. Which definition matches the sentence? CPA
10. Which sentence matches the definition? 5PR

7.RV.1.C: Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words.

Prefixes

1. Words with pre- BDB
2. Words with re- KL8
3. Words with sub- ZA5
4. Words with mis- SGN
5. Words with un-, dis-, in-, im-, and non- F8G

Suffixes

6. Words with -ful VYF
7. Words with -less J2Y
8. Words with -able and -ible WHU

Greek and Latin roots

- Use Greek and Latin roots as clues to the meanings of words MBU
- Use words as clues to the meanings of Greek and Latin roots MCB
- Determine the meanings of Greek and Latin roots VKQ
- Determine the meanings of words with Greek and Latin roots TSE

Synonyms

- Choose the synonym SXV
- Determine the meaning of words using synonyms in context R5L

Antonyms

- Choose the antonym RJM
- Determine the meaning of words using antonyms in context WZC

Analogies

- Analogies HJQ
- Analogies: challenge RZB

- Interpret the meaning of an allusion from its source VNX
- Interpret figures of speech D9X
- Analyze the effects of figures of speech on meaning and tone R8B

Connotation and denotation

- Describe the difference between related words G57
- Positive and negative connotation 45Q

Word choice and usage

- Revise the sentence using a stronger verb PHB

- Use guide words HSM
- Use dictionary entries 9UB
- Use dictionary definitions AYU

7.RV.1.D: Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word.

7.RV.1.E: Analyze the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification.

7.RV.1.F: Distinguish among the nuances in the meaning of connotations of words with similar denotations.

7.RV.1.G: Use general and specialized word-reference materials, print and digital, to identify word origins and derivations, pronunciations, precise meanings, and their parts of speech.

7.RV.1.H: Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

Reading Literary Text

7.RL.1 Key Ideas and Plot Details

7.RL.1.A: Describe stated or implied themes of texts and analyze their development throughout the texts using specific details.

1. Match the quotations with their themes XJK
2. Determine the themes of short stories QQS

7.RL.1.B: Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development.

1. Read drama EDN
2. Analyze short stories AVK

7.RL.1.C: Explain how static and dynamic characters and the roles of protagonist and antagonist influence plot events.

7.RL.2 Craft and Style

7.RL.2.A: Analyze how elements of authors' styles (e.g., word choice, dialogue, form, voice, rhyme, rhythm, and/or sound devices) contribute to meaning in various forms of prose and poetry.

Figurative language

1. Interpret the meaning of an allusion from its source VNX
2. Interpret figures of speech D9X
3. Analyze the effects of figures of speech on meaning and tone R8B

Sensory details

4. Identify sensory details PMB

Word choice and usage

5. Describe the difference between related words G57
6. Positive and negative connotation 45Q

7.RL.2.B: Analyze how the elements of an author's style (e.g., word choice, sentence structure, dialogue, figurative language, imagery) are used to influence and develop tone.

Figurative language

1. Interpret the meaning of an allusion from its source VNX
2. Interpret figures of speech D9X
3. Analyze the effects of figures of speech on meaning and tone R8B

Sensory details

4. Identify sensory details PMB

Tone

5. Which sentence is more formal? ZXT
6. Compare passages for tone 6RG

Word choice and usage

7. Describe the difference between related words G57
8. Positive and negative connotation 45Q

7.RL.2.C: Explain how an author develops the points of view of different characters in a text (e.g., first-person, third-person limited, third-person omniscient) and how they affect the reader's interpretation of a text.

1. Identify the narrative point of view 5HK

7.RL.3 Integration of Concepts

7.RL.3.A: Explain how particular elements of stories or dramas interact including how settings shape and influence characters and plot.

Short stories

1. Analyze short stories AVK

Novel study

2. Analyze passages from *A Long Walk to Water: Part 1* EB2
3. Analyze passages from *A Long Walk to Water: Part 2* 9L3
4. Analyze passages from *Anne of Green Gables: Part 1* 45A
5. Analyze passages from *Anne of Green Gables: Part 2* 7FZ

7.RL.3.B: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

1. Compare two texts with different genres W7Z

Reading Informational Text

7.RI.1 Key Ideas and Confirming Details

7.RI.1.A: Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.

Main idea

1. Determine the main idea of a passage DB7

Arguments

2. Trace an argument 5LX

Informational texts

3. Read about animals TZP
4. Read about science and nature H5Q
5. Read about history GLA

Supporting evidence

6. Distinguish facts from opinions UVJ
7. Identify supporting details in informational texts LZS

Text structure

8. Compare and contrast in informational texts G7X
9. Match causes and effects in informational texts MKL
10. Match problems with their solutions BHK
11. Compare information from two texts UYD

7.RI.1.B: Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made and how they are introduced and developed.

Text structure

1. Compare and contrast in informational texts G7X
2. Match causes and effects in informational texts MKL
3. Match problems with their solutions BHK
4. Identify text structures JP2

Informational texts

5. Read about animals TZP
6. Read about science and nature H5Q
7. Read about history GLA

Arguments

- Trace an argument 5LX

Supporting evidence

- Identify supporting details in informational texts LZS

Nonfiction book study

- Analyze passages from *Anne Frank: The Diary of a Young Girl: Part 1* 38P
- Analyze passages from *Anne Frank: The Diary of a Young Girl: Part 2* BFP
- Analyze passages from *A Night to Remember: Part 1* BWH
- Analyze passages from *A Night to Remember: Part 2* 63N

7.RI.1.C: Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced.

- Trace an argument 5LX
- Classify logical fallacies GFC
- Identify supporting details in informational texts LZS

7.RI.2 Craft and Style

7.RI.2.A: Analyze how an author uses text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics and photographs; headings and subheadings; footnotes and annotations) to enhance and support the reader's comprehension.

- Read graphic organizers XKV

7.RI.2.B: Analyze how an author's word choice, organizational pattern, and language structure impact the author's purpose and support the reader's comprehension.

Figurative language

- Interpret the meaning of an allusion from its source VNX
- Interpret figures of speech D9X
- Analyze the effects of figures of speech on meaning and tone R8B

Word choice and usage

- Describe the difference between related words G57
- Positive and negative connotation 45Q

Text structure

6. Compare and contrast in informational texts G7X
7. Match causes and effects in informational texts MKL
8. Match problems with their solutions BHK
9. Identify text structures JP2

Author's purpose

10. Identify the author's purpose H9H

Persuasive strategies

11. Identify appeals to ethos, pathos, and logos in advertisements 7BT

7.RI.2.C: Analyze how an author's purpose(s) reflects the author's perspective (e.g., beliefs, assumptions, biases) and influences the meaning of an informational text.

1. Identify the author's purpose H9H
2. Trace an argument 5LX

7.RI.3 Integration of Concepts

7.RI.3.A: Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas.

Text structure

1. Compare and contrast in informational texts G7X
2. Match causes and effects in informational texts MKL
3. Match problems with their solutions BHK
4. Identify text structures JP2

Arguments

5. Trace an argument 5LX

Nonfiction book study

6. Analyze passages from *Anne Frank: The Diary of a Young Girl: Part 1* 38P
7. Analyze passages from *Anne Frank: The Diary of a Young Girl: Part 2* BFP
8. Analyze passages from *A Night to Remember: Part 1* BWH
9. Analyze passages from *A Night to Remember: Part 2* 63N

Compare texts

10. Compare information from two texts UYD

7.RI.3.B: Compare and contrast how two or more authors writing about the same topic shape their presentations or viewpoints of key information by emphasizing different facts, opinions, and reasoning.

1. Compare information from two texts UYD

2. Compare two texts with different genres W7Z

Writing

7.W.1 Modes and Purposes for Writing

7.W.1.A: Write narratives to develop real or imagined experiences or to alter an existing text, using a variety of precise words and phrases and transitional words to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another.

Word choice and usage

1. Revise the sentence using a stronger verb PHB
2. Describe the difference between related words G57
3. Positive and negative connotation 45Q

Tone

4. Compare passages for tone 6RG

Sensory language

5. Identify sensory details PMB

Quotations and dialogue

6. Formatting quotations and dialogue WX9

Transitions

7. Transitions with conjunctive adverbs 8BF

7.W.1.B: Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.

Organization

1. Order topics from broadest to narrowest XQ2
2. Organize information by topic LTH
3. Remove the sentence that does not belong XXW

Text structure

4. Compare and contrast in informational texts G7X
5. Match causes and effects in informational texts MKL
6. Match problems with their solutions BHK
7. Identify text structures JP2

Supporting details

8. Distinguish facts from opinions UVJ
9. Choose evidence to support a claim 5GN
10. Identify supporting details in informational texts LZS

11. Identify supporting details in literary texts W8V

Logical fallacies

12. Classify logical fallacies GFC

Transitions

13. Transitions with conjunctive adverbs 8BF
14. Use the correct pair of correlative conjunctions 9LC

7.W.1.C: Write persuasively supporting a well-defined point of view with appropriate claims, relevant evidence, and clear reasoning that are logically grouped.

Organization

1. Organize information by topic LTH

Supporting evidence

2. Distinguish facts from opinions UVJ
3. Choose evidence to support a claim 5GN
4. Identify supporting details in informational texts LZS
5. Identify supporting details in literary texts W8V

Logical fallacies

6. Classify logical fallacies GFC

Author's purpose

7. Identify the author's purpose H9H

7.W.1.D: Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).

1. Distinguish facts from opinions UVJ
2. Choose evidence to support a claim 5GN
3. Identify supporting details in informational texts LZS
4. Identify supporting details in literary texts W8V

7.W.2 Organization and Composition

7.W.2.A: Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

7.W.2.A.i: Composing a thesis statement that states a position or explains the purpose.

1. Identify thesis statements ERK

7.W.2.A.ii: Establishing a central idea that aligns with the thesis and maintains an organized

structure to fit form and topic.

Text structure

1. Compare and contrast in informational texts G7X
2. Match causes and effects in informational texts MKL
3. Match problems with their solutions BHK
4. Identify text structures JP2

Organization

5. Order topics from broadest to narrowest XQ2
6. Organize information by topic LTH
7. Remove the sentence that does not belong XXW

7.W.2.A.iii: Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).

Supporting evidence

1. Distinguish facts from opinions UVJ
2. Choose evidence to support a claim 5GN
3. Identify supporting details in informational texts LZS
4. Identify supporting details in literary texts W8V

Logical fallacies

5. Classify logical fallacies GFC

7.W.2.A.iv: Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.

1. Transitions with conjunctive adverbs 8BF
2. Use the correct pair of correlative conjunctions 9LC

7.W.2.A.v: Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.

Tone

1. Which sentence is more formal? ZXT
2. Compare passages for tone 6RG

Literary devices

3. Identify sensory details PMB
4. Analyze the effects of figures of speech on meaning and tone R8B

Word choice and usage

5. Describe the difference between related words G57
6. Positive and negative connotation 45Q

Descriptive details

7. Use personification UBQ
8. Revise the sentence using a stronger verb PHB

Persuasive strategies

9. Identify appeals to ethos, pathos, and logos in advertisements 7BT

Domain-specific words

10. Determine the meaning of domain-specific words with pictures VPB

7.W.2.A.vi: Expanding and embedding ideas to create sentence variety.

Sentence variety

1. Create varied sentences based on models RKF
2. Is the sentence declarative, interrogative, imperative, or exclamatory? U6K
3. Is the sentence simple, compound, complex, or compound-complex? CCW
4. Combine sentences using relative clauses 55A

Transitions

5. Transitions with conjunctive adverbs 8BF

Conjunctions

6. Use the correct pair of correlative conjunctions 9LC

7.W.2.A.vii: Providing a concluding statement or section.

1. Choose the best concluding sentence LVC

7.W.3 Usage and Mechanics

7.W.3.A: Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.

1. Remove the sentence that does not belong XXW
2. Create varied sentences based on models RKF
3. Revise the sentence using a stronger verb PHB
4. Suggest appropriate revisions 25J

7.W.3.B: Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.

Sentences, fragments, and run-ons

1. Is it a complete sentence or a fragment? GD9
2. Is it a complete sentence or a run-on? 7F7
3. Is it a complete sentence, a fragment, or a run-on? M63

Sentence types

4. Is the sentence simple, compound, complex, or compound-complex? CCW

Edit and revise

5. Use the correct frequently confused word 9CZ
6. Correct errors with frequently confused words 2BR
7. Correct errors with signs LW8
8. Correct errors in everyday use JZA
9. Suggest appropriate revisions 25J

Relative clauses

10. Combine sentences using relative clauses 55A

Plural and possessive nouns

11. Identify and correct errors with plural and possessive nouns FWH

Punctuation

12. Commas with series, dates, and places PJ5
13. Commas with compound and complex sentences U65
14. Commas with direct addresses, introductory words, interjections, and interrupters KUB
15. Commas with coordinate adjectives 5L5
16. Commas: review UXZ

Restrictive and nonrestrictive elements

17. What does the punctuation suggest? 9AR
18. Commas with nonrestrictive elements RAL

Dashes, hyphens, and ellipses

19. Use dashes HHA
20. Use hyphens in compound adjectives JMH
21. Decide whether ellipses are used appropriately 5SL

Formatting

22. Formatting quotations and dialogue WX9

Capitalization

23. Correct capitalization errors KRF

24. Capitalizing titles 2G2

Pronouns and antecedents

25. Use the pronoun that agrees with the antecedent WLM

26. Identify vague pronoun references 26T

27. Correct inappropriate shifts in pronoun number and person MSZ

Reflexive pronouns

28. Choose between personal and reflexive pronouns HRQ

29. Use reflexive pronouns KVA

Relative pronouns

30. Use relative pronouns: who and whom M9M

31. Use relative pronouns: who, whom, whose, which, and that 8KS

Subject-verb agreement

32. Correct errors with subject-verb agreement 94Y

33. Correct errors with indefinite pronoun-verb agreement EWG

34. Use the correct verb - with compound subjects 7S6

Verb tense

35. Identify and correct inappropriate shifts in verb tense 74U

Adjectives

36. Order adjectives Z2S

37. Form and use comparative and superlative adjectives RCL

38. Good, better, best, bad, worse, and worst 9ML

Adverbs

39. Identify adverbs 5ZV

40. Form and use comparative and superlative adverbs 9X4

41. Well, better, best, badly, worse, and worst VEZ

Adjectives and adverbs

42. Choose between adjectives and adverbs KMT

Misplaced modifiers

43. Misplaced modifiers with pictures J89

44. Select the misplaced or dangling modifier KSR

45. Are the modifiers used correctly? Z9U

Reference skills

46. Alphabetical order FXJ

47. Use guide words HSM

48. Use dictionary entries 9UB

Language Usage

7.LU.1 Grammar

7.LU.1.A: Construct simple, compound, complex, and compound-complex sentences to communicate ideas clearly and add variety to writing.

1. Create varied sentences based on models RKF
2. Is the sentence simple, compound, complex, or compound-complex? CCW
3. Combine sentences using relative clauses 55A

7.LU.1.B: Recognize and use pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns, when speaking and writing.

Pronouns and antecedents

1. Use the pronoun that agrees with the antecedent WLM
2. Correct inappropriate shifts in pronoun number and person MSZ

Reflexive pronouns

3. Choose between personal and reflexive pronouns HRQ
4. Use reflexive pronouns KVA

Relative pronouns

5. Use relative pronouns: who and whom M9M
6. Use relative pronouns: who, whom, whose, which, and that 8KS

7.LU.1.C: Use specific adjectives and adverbs to enhance speech and writing.

Adjectives

1. Order adjectives Z2S

Comparative and superlative adjectives

2. Form and use comparative and superlative adjectives RCL
3. Good, better, best, bad, worse, and worst 9ML

Comparative and superlative adverbs

4. Form and use comparative and superlative adverbs 9X4
5. Well, better, best, badly, worse, and worst VEZ

Adjectives and adverbs

6. Choose between adjectives and adverbs KMT

7.LU.1.D: Arrange phrases and clauses within a sentence and apply appropriate subject-verb agreement to improve meaning, reader/listener interest, and style in writing.

Phrases and clauses

1. Identify dependent and independent clauses R9X
2. Combine sentences using relative clauses 55A
3. Identify prepositional phrases NXJ

Subject-verb agreement

4. Correct errors with subject-verb agreement 94Y
5. Use the correct verb – with compound subjects 7S6

7.LU.1.E: Maintain consistent verb tense across paragraphs in writing.

1. Identify and correct inappropriate shifts in verb tense 74U

7.LU.2 Mechanics

7.LU.2.A: Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

Sentences, fragments, and run-ons

1. Is it a complete sentence or a fragment? GD9
2. Is it a complete sentence or a run-on? 7F7
3. Is it a complete sentence, a fragment, or a run-on? M63

Commas

4. Commas with series, dates, and places PJ5
5. Commas with compound and complex sentences U65
6. Commas with direct addresses, introductory words, interjections, and interrupters KUB
7. Commas with coordinate adjectives 5L5
8. Commas: review UXZ

Restrictive and nonrestrictive elements

9. What does the punctuation suggest? 9AR
10. Commas with nonrestrictive elements RAL

Dashes, hyphens, and ellipses

11. Use dashes HHA
12. Use hyphens in compound adjectives JMH
13. Decide whether ellipses are used appropriately 5SL

7.LU.2.B: Use and punctuate dialogue and direct quotations appropriately in writing.

1. Formatting quotations and dialogue WX9

7.LU.2.C: Recognize and consistently spell frequently used words accurately.

Frequently confused words

1. Use the correct frequently confused word 9CZ
2. Correct errors with frequently confused words 2BR

Plurals and possessives

3. Form and use plurals: review QSP
4. Form the singular or plural possessive GWU
5. Identify and correct errors with plural and possessive nouns FWH

Comparative and superlative adjectives and adverbs

6. Form and use comparative and superlative adjectives RCL
7. Form and use comparative and superlative adverbs 9X4

Homophones

8. Use the correct homophone 7TE

Irregular past tense

9. Irregular past tense: review MRT

7.LU.2.D: Consult reference materials to check and correct spelling.

1. Alphabetical order FXJ
 2. Use guide words HSM
 3. Use dictionary entries 9UB
-

Research

7.R.1 Evaluation and Synthesis of Information

7.R.1.A: Formulate questions about a research topic, broadening or narrowing the inquiry as necessary.

7.R.1.B: Collect, organize, and synthesize information from multiple sources using various notetaking formats.

7.R.1.C: Evaluate and analyze the relevance, validity, and credibility of each source (primary, secondary, digital, and print), determining what information to include and exclude.

Organization

1. Order topics from broadest to narrowest XQ2
2. Organize information by topic LTH

Research skills

3. Identify relevant sources U93

Analyze sources

4. Determine the main idea of a passage DB7

Supporting evidence

5. Choose evidence to support a claim 5GN
6. Identify supporting details in informational texts LZS
7. Identify supporting details in literary texts W8V

Organization

1. Remove the sentence that does not belong XXW

Analyze sources

2. Determine the main idea of a passage DB7

Supporting evidence

3. Distinguish facts from opinions UVJ
4. Choose evidence to support a claim 5GN
5. Identify supporting details in informational texts LZS
6. Identify supporting details in literary texts W8V

Logical fallacies

7. Classify logical fallacies GFC

Persuasive strategies

8. Identify appeals to ethos, pathos, and logos in advertisements 7BT

7.R.1.D: Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.

1. Recognize the parts of a Works Cited entry (MLA 8th–9th editions) 7HD
2. Use in-text citations (MLA 8th–9th editions) H6T
3. Identify plagiarism 5B7

7.R.1.E: Organize and share findings in formal and informal oral written formats.

7.R.1.F: Give credit for information quoted or paraphrased, using standard citations (e.g., author, article title and webpage, and publication date).

1. Recognize the parts of a Works Cited entry (MLA 8th–9th editions) 7HD
2. Use in-text citations (MLA 8th–9th editions) H6T
3. Identify plagiarism 5B7

7.R.1.G: Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.



IXL Skill Plan

Virginia Standards of Learning (adopted in 2024):
Grade 8



Use IXL's interactive skill plan to get up-to-date skill alignments, assign skills to your students, and track progress.

www.ixl.com/ela/skill-plans/virginia-standards-of-learning-2024-grade-8

Developing Skilled Readers and Building Reading Stamina

8.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

8.DSR.A: Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.

8.DSR.B: Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band.

Context clues

1. Find words using context J8G
2. Determine the meaning of words using synonyms in context EQD
3. Determine the meaning of words using antonyms in context 9SP
4. Use context to identify the meaning of a word FD7
5. Use academic vocabulary in context: informational LY6

Domain-specific vocabulary

6. Determine the meaning of domain-specific words with pictures VEJ

Literary texts

1. Analyze short stories 5FL

Novel study

2. Analyze passages from *The Giver*: Part 1 KLU
3. Analyze passages from *The Giver*: Part 2 ZL8
4. Analyze passages from *The Outsiders*: Part 1 64H
5. Analyze passages from *The Outsiders*: Part 2 6HU

Nonfiction texts

6. Read and understand informational passages BYP

Nonfiction book study

7. Analyze passages from *Narrative of the Life of Frederick Douglass*: Part 1 UJJ

8. Analyze passages from *Narrative of the Life of Frederick Douglass: Part 2* XZG
9. Analyze passages from *Travels with Charley: Part 1* T46
10. Analyze passages from *Travels with Charley: Part 2* 7SD

8.DSR.C: When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.

Supporting evidence

1. Identify supporting details in informational texts 8HV
2. Identify supporting details in literary texts XXH

Research skills

3. Recognize the parts of a Works Cited entry (MLA 8th–9th editions) SCY
4. Use in-text citations (MLA 8th–9th editions) ZP8
5. Identify plagiarism TLM

8.DSR.D: Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning.

8.DSR.E: Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others.

Text structure

1. Compare and contrast in informational texts 8ZK
2. Match causes and effects in informational texts WK9
3. Match problems with their solutions FS5
4. Identify text structures U9K

Point of view

5. Identify the narrative point of view XL9

Audience and purpose

6. Identify the author's purpose K5H

Main idea

7. Determine the main idea of a passage TH7

Theme

- 8. Match the quotations with their themes STM
- 9. Determine the themes of short stories 9UH

Tone

- 10. Which sentence is more formal? R6L
- 11. Compare passages for tone NSM

Figurative language

- 12. Identify sensory details 9JT
 - 13. Interpret the meaning of an allusion from its source CHG
 - 14. Interpret figures of speech GPY
 - 15. Analyze the effects of figures of speech on meaning and tone MMK
-

Reading and Vocabulary

8.RV.1 Vocabulary Development and Word Analysis

8.RV.1.A: Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.

Vocabulary in context

1. Find words using context J8G
2. Determine the meaning of words using synonyms in context EQD
3. Determine the meaning of words using antonyms in context 9SP
4. Use context to identify the meaning of a word FD7
5. Use academic vocabulary in context: informational LY6

Domain-specific vocabulary

6. Determine the meaning of domain-specific words with pictures VEJ

Prefixes

7. Words with pre- YKE
8. Words with re- HXZ
9. Words with sub- 7Z5
10. Words with mis- ETT
11. Words with un-, dis-, in-, im-, and non- PRV

Suffixes

12. Words with -ful KQ2
13. Words with -less W9C
14. Words with -able and -ible PYH

Greek and Latin roots

15. Use Greek and Latin roots as clues to the meanings of words 2NV
16. Use words as clues to the meanings of Greek and Latin roots 5VE
17. Determine the meanings of Greek and Latin roots SQ6
18. Determine the meanings of words with Greek and Latin roots AP9

Shades of meaning

19. Positive and negative connotation XY6

Transitions

20. Transitions with conjunctive adverbs 6VK

Word choice

21. Revise the sentence using a stronger verb Y7X

8.RV.1.B: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.

Vocabulary in context

1. Find words using context J8G
2. Determine the meaning of words using synonyms in context EQD
3. Determine the meaning of words using antonyms in context 9SP
4. Use context to identify the meaning of a word FD7
5. Use academic vocabulary in context: informational LY6

Figurative language

6. Interpret the meaning of an allusion from its source CHG
7. Interpret figures of speech GPY

Domain-specific vocabulary

8. Determine the meaning of domain-specific words with pictures VEJ

Homophones

9. Which definition matches the sentence? WWZ
10. Which sentence matches the definition? TYP

8.RV.1.C: Apply knowledge of Greek and Latin roots and affixes to determine the meaning of unfamiliar words.

Prefixes

1. Words with pre- YKE
2. Words with re- HXZ
3. Words with sub- 7Z5
4. Words with mis- ETT
5. Words with un-, dis-, in-, im-, and non- PRV

Suffixes

6. Words with -ful KQ2

7. Words with -less W9C
8. Words with -able and -ible PYH

Greek and Latin roots

9. Use Greek and Latin roots as clues to the meanings of words 2NV
10. Use words as clues to the meanings of Greek and Latin roots 5VE
11. Determine the meanings of Greek and Latin roots SQ6
12. Determine the meanings of words with Greek and Latin roots AP9

8.RV.1.D: Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word.

Synonyms

1. Choose the synonym AQ2
2. Determine the meaning of words using synonyms in context EQD

Antonyms

3. Choose the antonym LYH
4. Determine the meaning of words using antonyms in context 9SP

Analogies

5. Analogies YRF
6. Analogies: challenge R86

8.RV.1.E: Analyze the construction and meaning of an author's use of symbols, analogy, and figurative language such as simile, metaphor, personification, hyperbole, and idiom.

Allusions

1. Interpret the meaning of an allusion from its source CHG
2. Recall the source of an allusion UVU

Figures of speech

3. Interpret figures of speech GPY
4. Classify figures of speech WE5
5. Analyze the effects of figures of speech on meaning and tone MMK

8.RV.1.F: Discriminate between the meanings of connotative words and their denotative meanings.

Connotation and denotation

1. Describe the difference between related words V9F
2. Positive and negative connotation XY6

Word choice and usage

3. Revise the sentence using a stronger verb Y7X

8.RV.1.G: Use general and specialized word-reference materials, print and digital, to determine pronunciation, etymology, derivations, and parts of speech.

1. Alphabetical order 5HM

2. Use guide words 2J5

3. Use dictionary entries YQU

8.RV.1.H: Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

Reading Literary Text

8.RL.1 Key Ideas and Plot Details

8.RL.1.A: Analyze and explain the development of theme(s) over the course of texts and their relationship to the characters, settings, plots, and overall messages.

1. Match the quotations with their themes STM
2. Determine the themes of short stories 9UH

8.RL.1.B: Explain how different plot patterns (e.g., comedy, drama, tragedy) and subplots create meaning and examine their influence on characters, theme, pacing, and point of view.

1. Analyze short stories 5FL

8.RL.1.C: Justify the decisions and actions of dynamic versus static characters using dialogue or specific events from the text.

8.RL.2 Craft and Style

8.RL.2.A: Interpret the meaning and analyze the impact of poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) on the reader.

Rhyme scheme

1. Label the rhyme scheme TMN

Figurative language

2. Interpret the meaning of an allusion from its source CHG
3. Interpret figures of speech GPY
4. Classify figures of speech WE5
5. Analyze the effects of figures of speech on meaning and tone MMK

Sensory details

6. Identify sensory details 9JT

8.RL.2.B: Analyze how the elements of an author's style (e.g., dialogue, sentence structure and word choices) are used to influence and develop tone and voice.

Tone

1. Which sentence is more formal? R6L
2. Compare passages for tone NSM

Figurative language

3. Interpret the meaning of an allusion from its source CHG

4. Interpret figures of speech GPY
5. Analyze the effects of figures of speech on meaning and tone MMK

Sensory details

6. Identify sensory details 9JT

Word choice and usage

7. Describe the difference between related words V9F
8. Positive and negative connotation XY6

8.RL.2.C: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

1. Identify the narrative point of view XL9

8.RL.2.D: Analyze how an author's use of literary devices including foreshadowing, flashback, symbolism, and irony are used to build mystery, suspense, or surprise.

Short stories

1. Analyze short stories 5FL

Literary passages

2. Analyze passages from *The Giver: Part 1* KLU
3. Analyze passages from *The Giver: Part 2* ZL8
4. Analyze passages from *The Outsiders: Part 1* 64H
5. Analyze passages from *The Outsiders: Part 2* 6HU

8.RL.3 Integration of Concepts

8.RL.3.A: Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.

1. Compare two texts with different genres RXX

8.RL.3.B: Compare and contrast fictional portrayals of a time, place, or character with historical accounts of the same period as a means of understanding how authors of fiction use or alter history.

8.RL.3.C: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; literary nonfiction and informational) in terms of their approaches to similar themes and topics.

1. Compare two texts with different genres RXX

Reading Informational Text

8.RI.1 Key Ideas and Confirming Details

8.RI.1.A: Create a main idea statement and provide an accurate summary, clarifying the relationships among the key details and ideas or events.

Main idea

1. Determine the main idea of a passage TH7
2. Read and understand informational passages BYP
3. Trace an argument UNX

Supporting details

4. Distinguish facts from opinions LSW
5. Identify supporting details in informational texts 8HV

Text structure

6. Match causes and effects in informational texts WK9
7. Match problems with their solutions FS5

Compare and contrast

8. Compare and contrast in informational texts 8ZK
9. Compare information from two texts VAL

Main ideas in nonfiction books

10. Analyze passages from *Narrative of the Life of Frederick Douglass: Part 1* UJJ
11. Analyze passages from *Narrative of the Life of Frederick Douglass: Part 2* XZG
12. Analyze passages from *Travels with Charley: Part 1* T46
13. Analyze passages from *Travels with Charley: Part 2* 7SD

8.RI.1.B: Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made, how they are introduced and developed, and the connections drawn between them.

Text structure

1. Compare and contrast in informational texts 8ZK
2. Match causes and effects in informational texts WK9
3. Match problems with their solutions FS5

4. Identify text structures U9K

Informational texts

5. Read and understand informational passages BYP

Arguments

6. Trace an argument UNX

Supporting evidence

7. Identify supporting details in informational texts 8HV

Nonfiction book study

8. Analyze passages from *Narrative of the Life of Frederick Douglass: Part 1* UJJ

9. Analyze passages from *Narrative of the Life of Frederick Douglass: Part 2* XZG

10. Analyze passages from *Travels with Charley: Part 1* T46

11. Analyze passages from *Travels with Charley: Part 2* 7SD

8.RI.1.C: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning and evidence are relevant and sufficient to support the claims.

1. Trace an argument UNX

2. Classify logical fallacies FZ9

3. Identify supporting details in informational texts 8HV

8.RI.2 Craft and Style

8.RI.2.A: Evaluate an author's use of text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; footnotes and annotations) to enhance and support the reader's comprehension.

1. Read graphic organizers 2A9

8.RI.2.B: Analyze how an author's word choice, organizational pattern, language structure, viewpoints, and qualifications impact meaning and credibility of a text.

Figurative language

1. Interpret the meaning of an allusion from its source CHG

2. Interpret figures of speech GPY

3. Analyze the effects of figures of speech on meaning and tone MMK

Word choice and usage

4. Describe the difference between related words V9F
5. Positive and negative connotation XY6

Text structure

6. Compare and contrast in informational texts 8ZK
7. Match causes and effects in informational texts WK9
8. Match problems with their solutions FS5
9. Identify text structures U9K

Author's purpose and tone

10. Identify the author's purpose K5H
11. Which sentence is more formal? R6L
12. Compare passages for tone NSM

Persuasive strategies

13. Identify appeals to ethos, pathos, and logos in advertisements QUT

Bias

14. Evaluate newspaper headlines for bias ACU

Point of view

15. Determine the author's point of view 7K2

8.RI.2.C: Analyze how an author establishes and conveys a perspective or purpose in a text and acknowledges and responds to conflicting evidence or viewpoints.

1. Identify the author's purpose K5H
2. Trace an argument UNX
3. Compare information from two texts VAL

8.RI.3 Integration of Concepts

8.RI.3.A: Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented.

Text structure

1. Compare and contrast in informational texts 8ZK
2. Match causes and effects in informational texts WK9
3. Match problems with their solutions FS5
4. Identify text structures U9K

Arguments

5. Trace an argument UNX

Nonfiction book study

6. Analyze passages from *Narrative of the Life of Frederick Douglass: Part 1* UJJ
7. Analyze passages from *Narrative of the Life of Frederick Douglass: Part 2* XZG
8. Analyze passages from *Travels with Charley: Part 1* T46
9. Analyze passages from *Travels with Charley: Part 2* 7SD

Compare texts

10. Compare information from two texts VAL

8.RI.3.B: Compare and contrast how two or more authors present conflicting information on the same topic by assessing where the texts disagree in reasoning and evidence.

1. Compare information from two texts VAL
 2. Compare two texts with different genres RXX
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Writing

8.W.1 Modes and Purposes for Writing

8.W.1.A: Write narratives to develop real or imagined experiences or to alter an existing text, using well-structured event sequences, precise words and phrases, and transitional words to develop the characters, convey sequence, and capture the action.

8.W.1.B: Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.

Word choice and usage

1. Revise the sentence using a stronger verb Y7X
2. Describe the difference between related words V9F
3. Positive and negative connotation XY6

Tone

4. Compare passages for tone NSM

Sensory language

5. Identify sensory details 9JT

Quotations and dialogue

6. Formatting quotations and dialogue B7V

Transitions

7. Transitions with conjunctive adverbs 6VK

Organization

1. Order topics from broadest to narrowest JBM
2. Organize information by topic 2CA
3. Remove the sentence that does not belong CUJ

Text structure

4. Compare and contrast in informational texts 8ZK
5. Match causes and effects in informational texts WK9
6. Match problems with their solutions FS5
7. Identify text structures U9K

Supporting details

8. Distinguish facts from opinions LSW
9. Choose evidence to support a claim BMP
10. Identify supporting details in informational texts 8HV

11. Identify supporting details in literary texts XXH

Logical fallacies

12. Classify logical fallacies FZ9

Transitions

13. Transitions with conjunctive adverbs 6VK
14. Use the correct pair of correlative conjunctions XM5

8.W.1.C: Write persuasively, supporting well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made.

Organization

1. Organize information by topic 2CA

Supporting evidence

2. Distinguish facts from opinions LSW
3. Choose evidence to support a claim BMP
4. Identify supporting details in informational texts 8HV
5. Identify supporting details in literary texts XXH

Logical fallacies

6. Classify logical fallacies FZ9

Author's purpose

7. Identify the author's purpose K5H

8.W.1.D: Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).

1. Distinguish facts from opinions LSW
2. Choose evidence to support a claim BMP
3. Identify supporting details in informational texts 8HV
4. Identify supporting details in literary texts XXH

8.W.2 Organization and Composition

8.W.2.A: Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

8.W.2.A.i: Composing a thesis statement that states a position or explains the purpose.

1. Identify thesis statements TM6

8.W.2.A.ii: Establishing a central idea that aligns with the thesis and maintaining an organized

structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.

Text structure

1. Compare and contrast in informational texts 8ZK
2. Match causes and effects in informational texts WK9
3. Match problems with their solutions FS5
4. Identify text structures U9K

Organization

5. Order topics from broadest to narrowest JBM
6. Organize information by topic 2CA
7. Remove the sentence that does not belong CUJ

Point of view

8. Determine the author's point of view 7K2
9. Identify the narrative point of view XL9

Tone

10. Which sentence is more formal? R6L

8.W.2.A.iii: Stating and defending conclusions or positions with reasons and precise, relevant evidence and complete explanation of how evidence and details support a position addressing counterclaims when appropriate.

Supporting evidence

1. Distinguish facts from opinions LSW
2. Choose evidence to support a claim BMP
3. Identify supporting details in informational texts 8HV
4. Identify supporting details in literary texts XXH

Logical fallacies

5. Classify logical fallacies FZ9

Counterclaims

6. Identify counterclaims 78W

8.W.2.A.iv: Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.

1. Transitions with conjunctive adverbs 6VK
2. Use the correct pair of correlative conjunctions XM5

8.W.2.A.v: Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.

Tone

1. Which sentence is more formal? R6L
2. Compare passages for tone NSM

Literary devices

3. Identify sensory details 9JT
4. Analyze the effects of figures of speech on meaning and tone MMK

Word choice and usage

5. Describe the difference between related words V9F
6. Positive and negative connotation XY6

Descriptive details

7. Use personification RTX

Persuasive strategies

8. Identify appeals to ethos, pathos, and logos in advertisements QUT

Domain-specific words

9. Determine the meaning of domain-specific words with pictures VEJ

8.W.2.A.vi: Expanding and embedding ideas to create sentence variety.

Sentence variety

1. Create varied sentences based on models C2L
2. Is the sentence declarative, interrogative, imperative, or exclamatory? AGY
3. Is the sentence simple, compound, complex, or compound-complex? EKC
4. Combine sentences using relative clauses WZQ

Transitions

5. Transitions with conjunctive adverbs 6VK

Conjunctions

6. Use the correct pair of correlative conjunctions XM5

8.W.2.A.vii: Providing a concluding statement or section.

8.W.3 Usage and Mechanics

8.W.3.A: Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.

1. Create varied sentences based on models C2L
2. Revise the sentence using a stronger verb Y7X
3. Suggest appropriate revisions 5UK

8.W.3.B: Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.

Sentences, fragments, and run-ons

1. Is it a complete sentence or a fragment? UWQ
2. Is it a complete sentence or a run-on? S56
3. Is it a complete sentence, a fragment, or a run-on? HPN

Sentence types

4. Is the sentence simple, compound, complex, or compound-complex? EKC

Edit and revise

5. Use the correct frequently confused word XYZ
6. Correct errors with frequently confused words PH9
7. Correct errors with signs FXP
8. Correct errors in everyday use HCU
9. Suggest appropriate revisions 5UK

Relative clauses

10. Combine sentences using relative clauses WZQ

Plural and possessive nouns

11. Identify and correct errors with plural and possessive nouns AAR
12. Identify and correct errors with compound and joint possession VEC

Punctuation

13. Commas with series, dates, and places 5LC
14. Commas with compound and complex sentences JGH
15. Commas with direct addresses, introductory words, interjections, and interrupters GMT
16. Commas with coordinate adjectives EGC
17. Commas: review 8CY

Restrictive and nonrestrictive elements

- 18. What does the punctuation suggest? 7H6
- 19. Commas with nonrestrictive elements 5X8

Dashes, hyphens, and ellipses

- 20. Use dashes RD8
- 21. Use hyphens in compound adjectives DPZ
- 22. Decide whether ellipses are used appropriately 5AV

Formatting

- 23. Formatting quotations and dialogue B7V

Capitalization

- 24. Correct capitalization errors G8Q
- 25. Capitalizing titles C76

Pronouns and antecedents

- 26. Use the pronoun that agrees with the antecedent PB9
- 27. Correct inappropriate shifts in pronoun number and person 5DX
- 28. Identify vague pronoun references QVP

Reflexive pronouns

- 29. Choose between personal and reflexive pronouns 85R
- 30. Use reflexive pronouns FNY

Relative pronouns

- 31. Use relative pronouns: who and whom 2FU

Subject-verb agreement

- 32. Correct errors with subject-verb agreement TB5
- 33. Correct errors with indefinite pronoun-verb agreement CTT
- 34. Use the correct verb – with compound subjects 3W6

Verb tense

- 35. Identify and correct inappropriate shifts in verb tense 8BV

Adjectives

- 36. Order adjectives SYK
- 37. Form and use comparative and superlative adjectives URE
- 38. Good, better, best, bad, worse, and worst 89G

Adverbs

- 39. Identify adverbs YSU
- 40. Form and use comparative and superlative adverbs 96C
- 41. Well, better, best, badly, worse, and worst HXM

Adjectives and adverbs

- 42. Choose between adjectives and adverbs GPE

Misplaced modifiers

- 43. Misplaced modifiers with pictures KAV
- 44. Select the misplaced or dangling modifier 3Z2
- 45. Are the modifiers used correctly? 6EL

Reference skills

- 46. Alphabetical order XZJ
- 47. Use guide words H62
- 48. Use dictionary entries QZN

Language Usage

8.LU.1 Grammar

8.LU.1.A: Construct simple, compound, complex, and compound-complex sentences to communicate ideas clearly and add variety to writing.

1. Create varied sentences based on models C2L
2. Is the sentence simple, compound, complex, or compound-complex? EKC
3. Combine sentences using relative clauses WZQ

8.LU.1.B: Recognize and use pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns, when speaking and writing.

Pronouns and antecedents

1. Use the pronoun that agrees with the antecedent PB9
2. Correct inappropriate shifts in pronoun number and person 5DX

Reflexive pronouns

3. Choose between personal and reflexive pronouns 85R
4. Use reflexive pronouns FNY

Relative pronouns

5. Use relative pronouns: who and whom 2FU
6. Use relative pronouns: who, whom, whose, which, and that KHK

8.LU.1.C: Use specific adjectives and adverbs to enhance speech and writing.

Adjectives

1. Order adjectives SYK

Comparative and superlative adjectives

2. Form and use comparative and superlative adjectives URE
3. Good, better, best, bad, worse, and worst 89G

Comparative and superlative adverbs

4. Form and use comparative and superlative adverbs 96C
5. Well, better, best, badly, worse, and worst HXM

Adjectives and adverbs

6. Choose between adjectives and adverbs GPE

8.LU.1.D: Arrange phrases and clauses within a sentence to improve meaning reader/listener interest, and style in writing.

1. Identify dependent and independent clauses VSJ
2. Combine sentences using relative clauses WZQ
3. Identify prepositional phrases WTV

8.LU.1.E: Maintain consistent verb tense across paragraphs in writing.

1. Identify and correct inappropriate shifts in verb tense 8BV

8.LU.2 Mechanics

8.LU.2.A: Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

Sentences, fragments, and run-ons

1. Is it a complete sentence or a fragment? UWQ
2. Is it a complete sentence or a run-on? S56
3. Is it a complete sentence, a fragment, or a run-on? HPN

Commas

4. Commas with series, dates, and places 5LC
5. Commas with compound and complex sentences JGH
6. Commas with direct addresses, introductory words, interjections, and interrupters GMT
7. Commas with coordinate adjectives EGC
8. Commas: review 8CY

Restrictive and nonrestrictive elements

9. What does the punctuation suggest? 7H6
10. Commas with nonrestrictive elements 5X8

Dashes, hyphens, and ellipses

11. Use dashes RD8
12. Use hyphens in compound adjectives DPZ
13. Decide whether ellipses are used appropriately 5AV

8.LU.2.B: Use and punctuate dialogue and direct quotations appropriately in writing.

1. Formatting quotations and dialogue B7V

8.LU.2.C: Recognize and consistently spell frequently used words accurately.

Frequently confused words

1. Use the correct frequently confused word XYZ
2. Correct errors with frequently confused words PH9

Plurals and possessives

3. Form and use plurals: review 6E8
4. Form the singular or plural possessive XAF
5. Identify and correct errors with plural and possessive nouns AAR
6. Identify and correct errors with compound and joint possession VEC

Comparative and superlative adjectives and adverbs

7. Form and use comparative and superlative adjectives URE
8. Form and use comparative and superlative adverbs 96C

Homophones

9. Use the correct homophone 3C7

Irregular past tense

10. Irregular past tense: review KWY

8.LU.2.D: Consult reference materials to check and correct spelling.

1. Alphabetical order XZJ
 2. Use guide words H62
 3. Use dictionary entries QZN
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Research

8.R.1 Evaluation and Synthesis of Information

8.R.1.A: Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary.

8.R.1.B: Collect, organize, and synthesize information from multiple sources using various notetaking formats.

8.R.1.C: Evaluate and analyze the relevance, validity, and credibility of sources (primary, secondary, digital, and print) identifying main and supporting ideas, conflicting information, points of view, and any biases.

Organization

1. Order topics from broadest to narrowest JBM
2. Organize information by topic 2CA

Research skills

3. Identify relevant sources EBS

Analyze sources

4. Determine the main idea of a passage TH7

Supporting evidence

5. Choose evidence to support a claim BMP
6. Identify supporting details in informational texts 8HV
7. Identify supporting details in literary texts XXH

Analyze sources

1. Determine the main idea of a passage TH7

Supporting evidence

2. Distinguish facts from opinions LSW
3. Choose evidence to support a claim BMP
4. Identify supporting details in informational texts 8HV
5. Identify supporting details in literary texts XXH

Logical fallacies

6. Classify logical fallacies FZ9

Persuasive strategies

7. Identify appeals to ethos, pathos, and logos in advertisements QUT

Point of view

8. Determine the author's point of view 7K2

Bias

9. Evaluate newspaper headlines for bias ACU

8.R.1.D: Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.

1. Recognize the parts of a Works Cited entry (MLA 8th–9th editions) SCY
2. Use in-text citations (MLA 8th–9th editions) ZP8
3. Identify plagiarism TLM

8.R.1.E: Organize and share findings in formal and informal oral or written formats.

8.R.1.F: Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

1. Recognize the parts of a Works Cited entry (MLA 8th–9th editions) SCY
2. Use in-text citations (MLA 8th–9th editions) ZP8
3. Identify plagiarism TLM

8.R.1.G: Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.
