Virginia Standards Alignment

Grade 3

Virginia Standards	Location of Junior Great Books Activity/Practice
Communication and Multimodal Literacies	
3.1 The student will use effective communication skills in a variety of settings. a. Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing. b. Present accurate directions to individuals and small groups. c. Ask and respond to questions from teachers and other group members. d. Orally summarize information expressing ideas clearly. e. Use language appropriate for context and audience. f. Increase listening and speaking vocabularies. g. Participate in collaborative discussions. h. Work respectfully with others in pairs, diverse groups, and whole class settings.	**Prereading Short Discussion** This includes whole group, small group, and/or partner work. **Sharing Questions** Students are encouraged to share their questions after the oral reading of the text. Sharing questions also includes time to answer the questions and clear up factual ones from the story by summarizing the text. **Shared Inquiry™ Discussion** The guidelines for discussion include respect and listening to each other.
3.2 The student will give oral presentations. a. Speak clearly using appropriate volume. b. Speak at an understandable rate. c. Make eye contact with the audience. d. Organize ideas sequentially or around major points of information using appropriate facts and relevant details. e. Use contextually appropriate language and specific vocabulary to communicate ideas. f. Use multimodal tools to create presentations and enhance communication.	**Shared Inquiry Discussion** Students will be given the time and space in discussion to make a claim about an interpretive issue from the text, provide evidence for that claim, and respond to questions about their claim from their peers and the teacher. The student will practice entering the discussion at appropriate times, as well as learning when to listen.

Grade 3, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Reading	
3.3 The student will apply word-analysis skills when reading. a. Use knowledge of regular and irregular vowel patterns. b. Decode regular multisyllabic words.	**Working with Words** Each unit contains a Working with Words section that highlights: Vocabulary in Context, Spelling, Sight Word Practice, and Reading with Expression.
3.4 The student will expand vocabulary when reading. a. Use knowledge of homophones. b. Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words. c. Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words. d. Use context to clarify meaning of unfamiliar words. e. Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts. f. Use vocabulary from other content areas. g. Use word-reference resources including the glossary, dictionary, and thesaurus.	**Working with Words** Each unit contains a Working with Words section that highlights: Vocabulary in Context, Spelling, Sight Word Practice, and Reading with Expression. **Sharing Questions** After the first reading of the text, students are invited to share their questions about the text, and these can include vocabulary questions.
3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry. a. Set a purpose for reading. b. Make connections between reading selections. c. Make, confirm, and revise predictions. d. Compare and contrast settings, characters, and plot events. e. Summarize plot events. f. Identify the narrator of a story. g. Ask and answer questions about what is read. h. Draw conclusions using the text for support. i. Identify the conflict and resolution. j. Identify the theme. k. Use reading strategies to monitor comprehension throughout the reading process. l. Differentiate between fiction and nonfiction. m. Read with fluency, accuracy, and meaningful expression.	**Junior Great Books texts,** along with Nonfiction Inquiry, present students with a range of texts. **Theme Connections:** Stories are grouped into themes, which provide practice for students to work on multi-text projects and discussions. **Second Reading activities** provide students with a purpose for reading, such as looking for and marking places in the text where a character feels brave or not. **Shared Inquiry discussion** encourages students to draw conclusions and make inferences about the texts they read. In discussion, students are asked to present evidence directly from the text, and when reading aloud, they can also practice fluency skills.

Grade 3, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Reading, continued	
3.6 The student will read and demonstrate comprehension of nonfiction texts. a. Identify the author's purpose. b. Use prior and background knowledge as context for new learning. c. Preview and use text features including table of contents, headings, pictures, captions, maps, indices, and charts. d. Ask and answer questions about what is read using the text for support. e. Draw conclusions using the text for support. f. Summarize information found in nonfiction texts. g. Identify the main idea. h. Identify supporting details. i. Use reading strategies to monitor comprehension throughout the reading process. j. Read with fluency, accuracy, and meaningful expression.	Junior Great Books Nonfiction Inquiry for grades 3, 4, and 5 helps teachers and students extend inquiry-based learning to informational texts. Each grade-level set features thought-provoking nonfiction texts that yield rich questions. Texts explore historical and contemporary issues and align with national benchmarks in social studies and science, as well as national standards for reading, writing, listening, and speaking. • High-quality nonfiction • In-depth reading, critical thinking, and writing activities • Differentiated instruction • Research-based learning • Accountability measures • Aligns to specific Junior Great Books Series 3–5 literature, allowing students to meaningfully compare texts across genres and curricular areas • Unit topics align to national science and social studies standards

Grade 3, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Writing	
3.7 The student will write legibly in cursive. a. Write capital and lowercase letters of the alphabet. b. Sign his/her first and last names.	Writing standards can be practiced throughout the Shared Inquiry activities, as there are multiple opportunities to write.
3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository. a. Engage in writing as a process. b. Identify audience and purpose. c. Use a variety of prewriting strategies. d. Use organizational strategies to structure writing according to type. e. Write a clear topic sentence focusing on main idea. f. Elaborate writing by including supporting details. g. Use transition words to vary sentence structure. h. Express an opinion about a topic and provide fact-based reasons for support. i. Write a well-developed paragraph focusing on the main idea. j. Revise writing for clarity of content using specific vocabulary and information.	Writing activities include: • Writing questions • Using evidence in writing • Writing as thinking • Writing essays • Creative writing The fourth session in a Junior Great Books unit includes writing options that can extend students' critical thinking about texts(s). The writing can also challenge student to write creatively and explore common writing skills such as: • Point of view • Description • Author's craft • Setting • Poetry writing
3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English. a. Use complete sentences. b. Use the word I in compound subjects. c. Use past and present verb tense. d. Use adjectives correctly. e. Use singular possessives. f. Use commas in a simple series. g. Use simple abbreviations. h. Use apostrophes in contractions with pronouns and in possessives. i. Use the articles a, an, and the correctly. j. Use correct spelling including irregular plurals. k. Indicate paragraphing by indenting or skipping a line.	Using the Reader's Journal, students are encouraged to practice and refine a variety of writing skills.

Grade 3, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Research	
3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product. a. Construct questions about the topic. b. Access appropriate resources. c. Collect and organize information about the topic. d. Evaluate the relevance of the information. e. Avoid plagiarism and use own words f. Demonstrate ethical use of the Internet.	**Curriculum Connections** are included in every unit and include opportunities for extensive research.
3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English. a. Use complete sentences. b. Use the word I in compound subjects. c. Use past and present verb tense. d. Use adjectives correctly. e. Use singular possessives. f. Use commas in a simple series. g. Use simple abbreviations. h. Use apostrophes in contractions with pronouns and in possessives. i. Use the articles a, an, and the correctly. j. Use correct spelling including irregular plurals. k. Indicate paragraphing by indenting or skipping a line.	Using the Reader's Journal, students are encouraged to practice and refine a variety of writing skills.

Grade 4

Virginia Standards	Location of Junior Great Books Activity/Practice
Communication and Multimodal Literacies	
4.1 The student will use effective oral communication skills in a variety of settings. a. Listen actively and speak using appropriate discussion rules. b. Contribute to group discussions across content areas. c. Orally summarize information expressing ideas clearly. d. Ask specific questions to gather ideas and opinions from others. e. Use evidence to support opinions and conclusions. f. Connect comments to the remarks of others. g. Use specific vocabulary to communicate ideas. h. Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work. i. Work respectfully with others, and show value for individual contributions.	**Prereading Short Discussion** This includes whole group, small group, and/or partner work. **Sharing Questions** Students are encouraged to share their questions after the oral reading of the text. Sharing questions also includes time to answer the questions and clear up factual ones from the story by summarizing the text. **Shared Inquiry Discussion** The guidelines for discussion include respect and listening to each other. Shared Inquiry discussion includes the practice of responding to others' ideas and building on each other's thinking.
4.2 The student will create and deliver multimodal, interactive presentations. a. Locate, organize, and analyze information from a variety of multimodal texts. b. Speak audibly with appropriate pacing. c. Use language and style appropriate to the audience, topic, and purpose. d. Make eye contact with the audience. e. Ask and answer questions to gather or clarify information presented orally.	**Shared Inquiry Discussion** Students will be given the time and space in discussion to make a claim about an interpretive issue from the text, provide evidence for that claim, and respond to questions about their claim from their peers and the teacher. The student will practice entering the discussion at appropriate times, as well as learning when to listen.
4.3 The student will learn how media messages are constructed and for what purposes. a. Differentiate between auditory, visual, and written media messages and their purposes. b. Compare and contrast how ideas and topics are depicted in a variety of media and formats.	The practice of Shared Inquiry can be applied to many objects of inquiry, including media messages.

Grade 4, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Reading	
4.4 The student will expand vocabulary when reading. a. Use context to clarify meanings of unfamiliar words. b. Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. c. Use word-reference materials. d. Use vocabulary from other content areas. e. Develop and use general and specialized vocabulary through speaking, listening, reading, and writing.	**Working with Words** Each unit contains a Working with Words section that highlights: Vocabulary in Context, Spelling, Sight Word Practice, and Reading with Expression. **Sharing Questions** After the first reading of the text, students are invited to share their questions about the text, and these can include vocabulary questions.
4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry. a. Describe how the choice of language, setting, and characters contributes to the development of plot. b. Identify the theme(s). c. Summarize events in the plot. d. Identify genres. e. Identify the narrator of a story and the speaker of a poem. f. Identify the conflict and resolution. g. Identify sensory words. h. Draw conclusions/make inferences about text using the text as support. i. Compare/contrast details in literary and informational nonfiction texts. j. Identify cause and effect relationships. k. Use reading strategies throughout the reading process to monitor comprehension. l. Read with fluency, accuracy, and meaningful expression.	In addition to the fiction in the Junior Great Books anthologies, Junior Great Books Nonfiction Inquiry for grades 3, 4, and 5 helps teachers and students extend inquiry-based learning to informational texts. Each grade-level set features thought-provoking nonfiction texts that yield rich questions. Texts explore historical and contemporary issues and align with national benchmarks in social studies and science, as well as national standards for reading, writing, listening, and speaking. • High-quality nonfiction • In-depth reading, critical thinking, and writing activities • Differentiated instruction • Research-based learning • Accountability measures • Aligns to specific Junior Great Books Series 3–5 literature, allowing students to meaningfully compare texts across genres and curricular areas • Unit topics align to national science and social studies standards

Grade 4, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Reading, continued	
4.6 The student will read and demonstrate comprehension of nonfiction texts. a. Use text features such as type, headings, and graphics, to predict and categorize information. b. Explain the author's purpose. c. Identify the main idea. d. Summarize supporting details. e. Draw conclusions and make inferences using textual information as support. f. Distinguish between cause and effect. g. Distinguish between fact and opinion. h. Use reading strategies throughout the reading process to monitor comprehension. i. Read with fluency, accuracy, and meaningful expression.	**Junior Great Books texts**, along with Nonfiction Inquiry, present students with a range of texts. **Nonfiction Inquiry** provides alignment to Junior Great Books where teachers can build units that include fiction and nonfiction around a theme/topic. **Theme Connections:** Stories are grouped into themes and provide practice for students to work on multi-text projects and discussions. **Second Reading activities** provide students with a purpose for reading, such as looking for and marking places in the text where a character feels brave or not. **Shared Inquiry discussion** encourages students to draw conclusions and make inferences about the texts they read. In discussion, students are asked to present evidence directly from the text, and when reading aloud, they can also practice fluency skills.

Grade 4, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Writing	
4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository. a. Engage in writing as a process. b. Select audience and purpose. c. Narrow the topic. d. Use a variety of prewriting strategies. e. Recognize different forms of writing have different patterns of organization. f. Organize writing to convey a central idea. g. Write a clear topic sentence focusing on the main idea. h. Write related paragraphs on the same topic. i. Elaborate writing by including details to support the purpose. j. Express an opinion about a topic and provide fact-based reasons for support. k. Use transition words and prepositional phrases for sentence variety. l. Utilize elements of style, including word choice and sentence variation. m. Revise writing for clarity of content using specific vocabulary and information.	Writing standards can be practiced throughout the Shared Inquiry activities as there are multiple opportunities to write. The fourth session in a Junior Great Books unit includes writing options that can extend students' critical thinking about texts(s). The writing can also challenge student to write creatively and explore common writing skills such as: • Point of view • Description • Author's craft • Setting • Poetry writing
4.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English. a. Use subject-verb agreement. b. Eliminate double negatives. c. Use noun-pronoun agreement. d. Use commas in series, dates, and addresses. e. Correctly use adjectives and adverbs. f. Use quotation marks with dialogue. g. Use correct spelling including common homophones. h. Use singular possessives.	Writing activities include: • Writing questions • Using evidence in writing • Writing as thinking • Writing essays • Creative writing

Grade 4, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Research	
4.9 The student will demonstrate comprehension of information resources to create a research product. a. Construct questions about a topic. b. Collect and organize information from multiple resources. c. Evaluate the relevance and reliability of information. d. Give credit to sources used in research. e. Avoid plagiarism and use own words. f. Demonstrate ethical use of the Internet.	**Curriculum Connections** are included in every unit and include opportunities for extensive research.

Grade 5

Virginia Standards	Location of Junior Great Books Activity/Practice
Communication and Multimodal Literacies	
5.1 The student will use effective oral communication skills in a variety of settings. a. Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. b. Participate in and contribute to discussions across content areas. c. Summarize information gathered in group activities. d. Orally express ideas clearly in pairs, diverse groups, and whole class settings. e. Use evidence to support opinions and conclusions. f. Summarize the main points a speaker makes, and connect comments to the remarks of others. g. Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work. h. Work respectfully with others and show value for individual contributions.	**Prereading Short Discussion** This includes whole group, small group, and/or partner work. **Sharing Questions** Students are encouraged to share their questions after the oral reading of the text. Sharing questions also includes time to answer the questions and clear up factual ones from the story by summarizing evidence from the text. **Shared Inquiry Discussion** The guidelines for discussion include respect and listening to each other. Shared Inquiry discussion includes the practice of responding to others' ideas and building on each other's thinking.
5.2 The student will create multimodal presentations that effectively communicate ideas. a. Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal interactive presentations. b. Maintain eye contact with listeners. c. Organize content sequentially around major ideas. d. Use language and style appropriate to the audience, topic, and purpose. e. Ask and answer questions to gather or clarify information presented orally.	**Shared Inquiry Discussion** Students will be given the time and space prior to discussion to organize thoughts around a claim or idea they have about a text. In discussion, students will make a claim about an interpretive issue from the text, provide evidence for that claim, and respond to questions about their claim from their peers and the teacher. The student will practice entering the discussion at appropriate times, as well as learning when to listen.
5.3 The student will learn how media messages are constructed and for what purposes. a. Identify the purpose and audience of auditory, visual, and written media messages. b. Identify the characteristics and effectiveness of a variety of media messages. c. Compare and contrast techniques used in a variety of media messages.	The practice of Shared Inquiry can be applied to many objects of inquiry, including media messages.

Grade 5, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Reading	
5.4 The student will expand vocabulary when reading. a. Use context to clarify meaning of unfamiliar words and phrases. b. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. c. Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. d. Identify an author's use of figurative language. e. Use word-reference materials. f. Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing.	**Working with Words** Each unit contains a Working with Words section that highlights: Vocabulary in Context, Spelling, Sight Word Practice, and Reading with Expression. **Sharing Questions** After the first reading of the text, students are invited to share their questions about the text, and these can include vocabulary questions. **Second Reading, Note!** activities include looking at the use of figurative language and other aspects of an author's craft.
5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry. a. Summarize plot events using details from text. b. Discuss the impact of setting on plot development. c. Describe character development. d. Identify theme(s). e. Explain the resolution of conflict(s). f. Identify genres. g. Differentiate between first and third person point-of-view. h. Differentiate between free verse and rhymed poetry. i. Explain how an author's choice of vocabulary contributes to the author's style. j. Draw conclusions and make inferences with support from the text. k. Identify cause and effect relationships l. Compare/contrast details in literary and informational nonfiction texts. m. Use reading strategies throughout the reading process to monitor comprehension.	In addition to the fiction in the Junior Great Books anthologies, Nonfiction Inquiry for grades 3, 4, and 5 helps teachers and students extend inquiry-based learning to informational texts. Each grade-level set features thought-provoking nonfiction texts that yield rich questions. Texts explore historical and contemporary issues and align with national benchmarks in social studies and science, as well as national standards for reading, writing, listening, and speaking. • High-quality nonfiction • In-depth reading, critical thinking, and writing activities • Differentiated instruction • Research-based learning • Accountability measures • Aligns to specific Junior Great Books Series 3–5 literature, allowing students to meaningfully compare texts across genres and curricular areas • Unit topics align to national science and social studies standards

Grade 5, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Reading, continued	
5.6 The student will read and demonstrate comprehension of nonfiction texts. a. Use text features such as type, headings, and graphics to predict and categorize information. b. Skim materials to develop a general overview of content and to locate specific information. c. Identify the main idea. d. Summarize supporting details. e. Identify organizational pattern(s). f. Identify transitional words and phrases that signal an author's organizational pattern. g. Locate information from the text to support opinions, inferences, and conclusions. h. Identify cause and effect relationships. i. Differentiate between fact and opinion. j. Compare and contrast details and ideas within and between texts. k. Use reading strategies throughout the reading process to monitor comprehension.	**Junior Great Books texts**, along with Nonfiction Inquiry, present students with a range of texts. **Nonfiction Inquiry** provides alignment to Junior Great Books where teachers can build units that include fiction and nonfiction around a theme/topic. **Theme Connections:** Stories are grouped into themes that provide practice for students to work on multi-text projects and discussions. **Shared Inquiry discussion** encourages students to draw conclusions and make inferences about the texts they read. In discussion, students are asked to present evidence directly from the text, and when reading aloud, they can also practice fluency skills.

Grade 5, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Writing	
5.7 The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive. a. Engage in writing as a process. b. Select audience and purpose. c. Use a variety of prewriting strategies. d. Introduce and develop a topic, incorporating evidence and supporting details. e. Organize information to convey a central idea. f. Recognize different forms of writing have different patterns of organization including story structure for narrative writing. g. Write a clear topic sentence focusing on the main idea. h. Clearly state a position including supporting reasons and evidence to persuade the intended audience. i. Write multiparagraph compositions. j. Use precise and descriptive vocabulary to create tone and voice. k. Vary sentence structure by using transition words and prepositional phrases. l. Revise writing for clarity of content using specific vocabulary and information.	Writing standards can be practiced throughout the Shared Inquiry Activities as there are multiple opportunities to write during each of the core activities. The fourth session in a Junior Great Books unit includes writing options that can extend students' critical thinking about texts(s). The writing can also challenge student to write creatively and explore common writing skills such as: • Point of view • Description • Author's craft • Setting • Poetry writing
5.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English. a. Use plural possessives. b. Use adjective and adverb comparisons. c. Use interjections. d. Use prepositional phrases. e. Use quotation marks with dialogue. f. Use commas to indicate interrupters, items in a series, and to indicate direct address. g. Use a hyphen to divide words at the end of a line. h. Edit for fragments and run-on sentences i. Eliminate double negatives. j. Use correct spelling of commonly used words. k. Use coordinating conjunctions.	Writing activities include: • Writing questions • Using evidence in writing • Writing as thinking • Writing essays • Creative writing Utilizing the accompanying Reader's Journal gives students a place to record their writing and practice the skills of writing.

Grade 5, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Research	
5.9 The student will find, evaluate, and select appropriate resources to create a research product. a. Construct questions about a topic. b. Collect and organize information from multiple resources. c. Evaluate the relevance, reliability, and credibility of information. d. Give credit to sources used in research. e. Avoid plagiarism and use own words. f. Demonstrate ethical use of the Internet.	**Curriculum Connections** are included in every unit and include opportunities for extensive research.

Grade 6

Virginia Standards	Location of Junior Great Books Activity/Practice
Communication and Multimodal Literacies	
6.1 The student will use effective oral communication skills in a variety of settings. a. Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. b. Participate as a facilitator and a contributor in a group. c. Participate in collaborative discussions with partners building on others' ideas. d. Ask questions to clarify the speaker's purpose and perspective. e. Summarize the main points a speaker makes. f. Summarize and evaluate group activities. g. Analyze the effectiveness of participant interactions. h. Evaluate own contributions to discussions. i. Demonstrate the ability to collaborate with diverse teams. j. Work respectfully with others and show value for individual contributions.	**Prereading Short Discussion** This includes whole group, small group, and/or partner work. **Sharing Questions** Students are encouraged to share their questions after the oral reading of the text. Sharing questions also includes time to answer the questions and clear up factual ones from the story by summarizing evidence from the text. **Shared Inquiry Discussion** The guidelines for discussion include respect and listening to each other. Shared Inquiry discussion includes the practice of responding to others' ideas and building on each other's thinking. Teachers are encouraged to utilize the gradual Release of Responsibility to give students practice in the role of facilitator.
6.2. The student will create multimodal presentations that effectively communicate ideas. a. Use effective verbal and nonverbal communication skills to deliver multimodal presentations. b. Use language and vocabulary appropriate to audience, topic, and purpose. c. Give collaborative and individual formal and informal interactive presentations. d. Paraphrase and summarize key ideas of a presentation.	**Shared Inquiry Discussion** Students will be given the time and space prior to discussion to organize thoughts around a claim or idea they have about a text. In discussion, students will make a claim about an interpretive issue from the text, provide evidence for that claim, and respond to questions about their claim from their peers and the teacher. The student will practice entering the discussion at appropriate times, as well as learning when to listen.
6.3 The student will determine the purpose of media messages and examine how they are constructed. a. Compare and contrast techniques used in a variety of media messages. b. Identify the characteristics and effectiveness of a variety of media messages. c. Interpret information presented in diverse media formats and explain how it contributes to the topic. d. Craft and publish audience-specific media messages.	The practice of Shared Inquiry can be applied to many objects of inquiry, including media messages.

Grade 6, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Reading	
6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts. a. Identify word origins and derivations. b. Use roots, affixes, synonyms, and antonyms to expand vocabulary. c. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. d. Identify and analyze the construction and impact of figurative language. e. Use word-reference materials. f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	**Vocabulary Activities** Each unit contains a list of words, and within the Reader's Journal there are Exploring Vocabulary pages that encourage students to work with the vocabulary words in the text. **Sharing Questions** After the first reading of the text, students are invited to share their questions about the text, and these can include vocabulary questions.
6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry. a. Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. b. Describe cause and effect relationships and their impact on plot. c. Explain how an author uses character development to drive conflict and resolution. d. Differentiate between first and third person point-of-view. e. Describe how word choice and imagery contribute to the meaning of a text. f. Draw conclusions and make inferences using the text for support. g. Identify the characteristics of a variety of genres. h. Identify and analyze the author's use of figurative language. i. Compare/contrast details in literary and informational nonfiction texts. j. Identify transitional words and phrases that signal an author's organizational pattern. k. Use reading strategies to monitor comprehension throughout the reading process.	The Junior Great Books program for grade 6 features outstanding literature by award-winning authors. Stories are selected for their engaging, vivid writing and for their ability to support multiple interpretations and thought-provoking discussions, as well as for their diversity of settings, genres, and writing styles. • The Series 6 anthology contains fiction, nonfiction, and poetry. At the beginning of each section, there are instructions for the students on how to approach reading fiction, nonfiction, and poetry. These also include the types of questions that good readers ask when reading these genres. • Through each of the three core activities, students are asked to draw inferences, identify parts of the text, analyze the text for effectiveness, and check their comprehension of the text.

Grade 6, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Reading, continued	
6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. a. Skim materials using text features such as type, headings, and graphics to predict and categorize information. b. Identify main idea. c. Summarize supporting details. d. Create an objective summary including main idea and supporting details. e. Draw conclusions and make inferences based on explicit and implied information. f. Identify the author's organizational pattern(s). g. Identify transitional words and phrases that signal an author's organizational pattern. h. Differentiate between fact and opinion. i. Identify cause and effect relationships. j. Analyze ideas within and between selections providing textual evidence. k. Use reading strategies to monitor comprehension throughout the reading process.	**Junior Great Books texts** present students with a range of texts. **Nonfiction selections** include a variety of narrative nonfiction and informational texts. **Second Reading activities** provide students with a purpose for reading and practice annotating a text. **Shared Inquiry discussion** encourages students to draw conclusions and make inferences about the texts they read. In discussion, students are asked to present evidence directly from the text, and when reading aloud, they can also practice fluency skills.

Grade 6, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Writing	
6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing. a. Engage in writing as a recursive process. b. Choose audience and purpose. c. Use a variety of prewriting strategies to generate and organize ideas. d. Organize writing to fit mode or topic. e. Write narratives to include characters, plot, setting, and point of view. f. Establish a central idea incorporating evidence and maintaining an organized structure. g. Compose a thesis statement for expository and persuasive writing. h. Write multiparagraph compositions with elaboration and unity. i. Use transition words and phrases. j. Select vocabulary and information to enhance the central idea, tone, and voice. k. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. l. Revise writing for clarity of content including specific vocabulary and information.	Writing standards can be practiced throughout the Shared Inquiry activities as there are multiple opportunities to write. The fourth session in a Junior Great Books unit includes writing options that can extend students' critical thinking about texts(s). The writing can also challenge student to write creatively and explore common writing skills such as: • Point of view • Description • Author's craft • Setting • Poetry writing The writing activities include writing: • Essays • Creative writing • Poetry
6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. a. Use subject-verb agreement with intervening phrases and clauses. b. Use pronoun-antecedent agreement to include indefinite pronouns. c. Maintain consistent verb tense across paragraphs. d. Eliminate double negatives. e. Use quotation marks with dialogue. f. Choose adverbs to describe verbs, adjectives, and other adverbs. g. Use correct spelling for frequently used words. h. Use subordinating and coordinating conjunctions.	Writing activities include: • Writing questions • Using evidence in writing • Writing as thinking • Writing essays • Creative writing Utilizing the online resources, teachers can make use of the following, as well as many other resources available: • The Writing Rubric • Interpretive and Evaluative Essay Writing • Peer Review Checklist

Grade 6, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Research	
6.9 The student will find, evaluate, and select appropriate resources to create a research product. a. Formulate and revise questions about a research topic. b. Collect and organize information from multiple sources. c. Evaluate and analyze the validity and credibility of sources. d. Cite primary and secondary sources. e. Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information. f. Demonstrate ethical use of the Internet.	**Extension and Assessment Options** at the end of each chapter provide ideas and structure for creating Cross-Curricular Projects that include research.

Grade 7

Virginia Standards	Location of Junior Great Books Activity/Practice
Communication and Multimodal Literacies	
7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. a. Use a variety of strategies to listen actively and speak using agreed upon discussion rules with awareness of verbal and nonverbal cues. b. Clearly communicate ideas and information orally in an organized and succinct manner. c. Ask probing questions to seek elaboration and clarification of ideas. d. Participate in collaborative discussions with partners building on others' ideas. e. Make statements to communicate agreement or tactful disagreement with others' ideas. f. Use language and style appropriate to audience, topic, and purpose. g. Give formal and informal presentations in a group or individually, providing evidence to support a main idea. h. Work effectively and respectfully within diverse groups. i. Exhibit willingness to make necessary compromises to accomplish a goal. j. Share responsibility for collaborative work.	**Prereading Short Discussion** This includes whole group, small group, and/or partner work. **Sharing Questions** Students are encouraged to share their questions after the oral reading of the text. Sharing questions also includes time to answer the questions and clear up factual ones from the story by summarizing evidence from the text. **Shared Inquiry Discussion** The guidelines for discussion include respect and listening to each other. Shared Inquiry discussion includes the practice of responding to others' ideas and building on each other's thinking. **This may also include disagreeing, as students use appropriate, academic language to explain their ideas and supporting evidence.** Teachers are encouraged to utilize the gradual Release of Responsibility to give students practice in the role of facilitator.
7.2 The student will create multimodal presentations both individually and in a group that effectively communicate ideas. a. Select, organize, and create content to complement and extend meaning for a selected topic. b. Use effective verbal and nonverbal communication skills to deliver multimodal presentations. c. Use language and vocabulary appropriate to audience, topic, and purpose. d. Paraphrase and summarize a speaker's key ideas.	**Shared Inquiry Discussion** Students will be given the time and space prior to discussion to organize thoughts around a claim or idea they have about a text. In discussion, students will make a claim about an interpretive issue from the text, provide evidence for that claim, and respond to questions about their claim from their peers and the teacher. The student will practice entering the discussion at appropriate times, as well as learning when to listen.

Grade 7, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Communication and Multimodal Literacies, continued	
7.3 The student will examine the elements of media literacy. a. Identify persuasive/informative techniques used in media. b. Distinguish between fact and opinion, and between evidence and inference. c. Describe how word choice, visual images, and sound convey a viewpoint. d. Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages. e. Craft and publish audience-specific media messages.	The practice of Shared Inquiry can be applied to many objects of inquiry, including media messages.
Reading	
7.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts. f. Identify word origins and derivations. g. Use roots, affixes, synonyms, and antonyms to expand vocabulary. h. Identify and analyze the construction and impact of figurative language. i. Identify connotations. j. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. k. Use word-reference materials to determine meanings and etymology. l. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	**Vocabulary Activities** Each unit contains a list of words, and within the Reader's Journal, there are Exploring Vocabulary pages that encourage students to work with the vocabulary words in the text. **Sharing Questions** After the first reading of the text, students are invited to share their questions about the text, and these can include vocabulary questions.

Grade 7, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Reading, continued	
7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama. a. Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other. b. Identify and explain the theme(s). c. Identify cause and effect relationships and their impact on plot. d. Differentiate between first and third person point-of-view. e. Identify elements and characteristics of a variety of genres. f. Compare and contrast various forms and genres of fictional text. g. Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style. h. Compare/contrast details in literary and informational nonfiction texts. i. Make inferences and draw conclusions based on the text. j. Use reading strategies to monitor comprehension throughout the reading process.	The Junior Great Books program for grade 7 features outstanding literature by award-winning authors. Stories are selected for their engaging, vivid writing and for their ability to support multiple interpretations and thought-provoking discussions, as well as for their diversity of settings, genres, and writing styles. The Series 7 anthology contains fiction, nonfiction, and poetry. At the beginning of each section, there are instructions for the students on how to approach reading fiction, nonfiction, and poetry. These also include the types of questions that good readers ask when reading these genres. Through the three core activities, students are asked to draw inferences, identify parts of the text, analyze the text for effectiveness, and check their comprehension of the text.

Grade 7, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Reading, continued	
7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. a. Skim materials using text features including type, headings, and graphics to predict and categorize information. b. Identify an author's organizational pattern using textual clues, such as transitional words and phrases. c. Make inferences and draw logical conclusions using explicit and implied textual evidence. d. Differentiate between fact and opinion. e. Identify the source, viewpoint, and purpose of texts. f. Describe how word choice and language structure convey an author's viewpoint. g. Identify the main idea. h. Summarize text identifying supporting details. i. Create an objective summary including main idea and supporting details. j. Identify cause and effect relationships. k. Organize and synthesize information for use in written and other formats. l. Analyze ideas within and between selections providing textual evidence. m. Use reading strategies to monitor comprehension throughout the reading process.	**Junior Great Books texts** present students with a range of texts. **Nonfiction selections** include a variety of narrative nonfiction and informational texts. **Second Reading activities** provide students with a purpose for reading and practice annotating a text. **Shared Inquiry discussion** encourages students to draw conclusions and make inferences about the texts they read. In discussion, students are asked to present evidence directly from the text, and when reading aloud, they can also practice fluency skills.

Grade 7, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Writing	
7.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing. a. Engage in writing as a recursive process. b. Choose intended audience and purpose. c. Use a variety of prewriting strategies to generate and organize ideas. d. Organize writing structure to fit form or topic. e. Establish a central idea incorporating evidence, while maintaining an organized structure and a formal style. f. Compose a thesis statement for persuasive writing that includes a position. g. Clearly state a position and organize reasons and evidence, using credible sources. h. Distinguish between fact and opinion to support a position. i. Write multiparagraph compositions with elaboration and unity. j. Use transition words and phrases within and between paragraphs. k. Develop and modify the central idea, tone, and voice to fit the audience and purpose. l. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. m. Use clauses and phrases for sentence variety. n. Revise writing for clarity of content including specific vocabulary and information.	Writing standards can be practiced throughout the Shared Inquiry activities as there are multiple opportunities to write. The fourth session in a Junior Great Books unit includes writing options that can extend students' critical thinking about texts(s). The writing can also challenge students to write creatively and explore common writing skills such as: • Point of view • Description • Author's craft • Setting • Poetry writing The writing activities include writing: • Essays • Creative writing • Poetry

Grade 7, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Writing, continued	
7.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. a. Choose appropriate adjectives and adverbs to enhance writing. b. Use pronoun-antecedent agreement to include indefinite pronouns. c. Use subject-verb agreement with intervening phrases and clauses. d. Edit for verb tense consistency and point of view. e. Use quotation marks with dialogue and direct quotations. f. Use correct spelling for commonly used words.	Writing activities include: • Writing questions • Using evidence in writing • Writing as thinking • Writing essays • Creative writing Utilizing the online resources, teachers can make use of the following, as well as many other resources available: • The Writing Rubric • Interpretive and Evaluative Essay Writing • Peer Review Checklist
Research	
7.9 The student will find, evaluate, and select appropriate resources to create a research product. g. Formulate and revise questions about a research topic. h. Collect, organize, and synthesize information from multiple sources. i. Analyze and evaluate the validity and credibility of resources. j. Quote, summarize, and paraphrase information from primary and secondary sources using proper citations. k. Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information. l. Demonstrate ethical use of the Internet.	**Curriculum Connections** are included in every unit and include opportunities for extensive research.

Grade 8

Virginia Standards	Location of Junior Great Books Activity/Practice
Communication and Multimodal Literacies	
8.1 The student will participate in, collaborate in, and report on small-group learning activities. a. Assume responsibility for specific group tasks and share responsibility for collaborative work within diverse teams. b. Exhibit willingness to make necessary compromises to accomplish a goal. c. Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. d. Include all group members, and value individual contributions made by each group member. e. Make statements to communicate agreement or tactful disagreement with others' ideas. f. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. g. Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.	**Prereading Short Discussion** This includes whole group, small group, and/or partner work. **Sharing Questions** Students are encouraged to share their questions after the oral reading of the text. Sharing questions also includes time to answer the questions and clear up factual ones from the story by summarizing evidence from the text. **Shared Inquiry Discussion** The guidelines for discussion include respect and listening to each other. Shared Inquiry discussion includes the practice of responding to others' ideas and building on each other's thinking. **This may also include disagreeing, as students use appropriate, academic language to explain their ideas and supporting evidence.** Teachers are encouraged to utilize the gradual Release of Responsibility to give students practice in the role of facilitator. Reflection forms are provided to allow for a student's evaluation of their own work in group activities.

Virginia Standards	Location of Junior Great Books Activity/Practice
Communication and Multimodal Literacies, continued	
8.2 The student will develop and deliver multimodal, interactive presentations collaboratively and individually. a. Select, organize, and create multimodal content that encompasses opposing points of view. b. Choose vocabulary and tone appropriate to the audience, topic, and purpose. c. Use effective verbal and nonverbal communication skills to deliver multimodal presentations. d. Cite information sources. e. Respond to audience questions and comments. f. Differentiate between Standard English and informal language. g. Evaluate presentations.	**Shared Inquiry Discussion** Students will be given the time and space prior to discussion to organize thoughts around a claim or idea they have about a text. In discussion, students will make a claim about an interpretive issue from the text, provide evidence for that claim, and respond to questions about their claim from their peers and the teacher. The student will practice entering the discussion at appropriate times, as well as learning when to listen.
8.3 The student will analyze, develop, and produce creative or informational media messages. a. Analyze the purpose of information and persuasive techniques used in diverse media formats. b. Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations. c. Use media and visual literacy skills to create products to express new understandings. d. Evaluate sources for relationships between intent and factual content. e. Utilize multimedia to clarify information and emphasize differing points of view. f. Evaluate the motives (e.g., social, commercial, political) behind media presentation(s). g. Demonstrate the ethical use of the Internet when evaluating or producing creative or informational media messages.	The practice of Shared Inquiry can be applied to many objects of inquiry, including media messages.

Grade 8, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Reading	
8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts. a. Identify and analyze the construction and impact of an author's use of figurative language. b. Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. c. Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary. d. Identify the meaning of common idioms. e. Use word-reference materials to determine meanings and etymology. f. Discriminate between connotative and denotative meanings and interpret the connotation. g. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	**Vocabulary Activities** Each unit contains a list of words, and within the Reader's Journal, there are Exploring Vocabulary pages that encourage students to work with the vocabulary words in the text. **Sharing Questions** After the first reading of the text, students are invited to share their questions about the text, and these can include vocabulary questions.

Grade 8, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Reading, continued	
8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama. a. Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning. b. Identify cause and effect relationships and their impact on plot. c. Explain the development of the theme(s). d. Explain the use of symbols and figurative language. e. Make inferences and draw conclusions based on explicit and implied information using references to the text for support. f. Identify and analyze characteristics within a variety of genres. g. Compare/contrast details in literary and informational nonfiction texts. h. Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts. i. Compare and contrast authors' styles. j. Use reading strategies to monitor comprehension throughout the reading process.	The Junior Great Books program for grade 8 features outstanding literature by award-winning authors. Stories are selected for their engaging, vivid writing and for their ability to support multiple interpretations and thought-provoking discussions, as well as for their diversity of settings, genres, and writing styles. The Series 8 anthology contains fiction, nonfiction, and poetry. At the beginning of each section there are instructions for the students on how to approach reading fiction, nonfiction, and poetry. These also include the types of questions that good readers ask when reading these genres. Through the three core activities, students are asked to draw inferences, identify parts of the text, analyze the text for effectiveness, and check their comprehension of the text.

Grade 8, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Reading, continued	
8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. a. Identify an author's organizational pattern using textual clues, such as transitional words and phrases. b. Apply knowledge of text features and organizational patterns to analyze selections. c. Skim materials to develop an overview or locate information. d. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. e. Analyze the author's qualifications, viewpoint, word choice, and impact. f. Analyze details for relevance and accuracy. g. Differentiate between fact and opinion. h. Identify the main idea. i. Summarize the text identifying supporting details. j. Identify cause and effect relationships. k. Evaluate, organize, and synthesize information for use in written and other formats. l. Analyze ideas within and between selections providing textual evidence. m. Use reading strategies to monitor comprehension throughout the reading process.	**Junior Great Books texts** present students with a range of texts. **Nonfiction selections** include a variety of narrative nonfiction and informational texts. **Second Reading activities** provide students with a purpose for reading and practice annotating a text. **Shared Inquiry discussion** encourages students to draw conclusions and make inferences about the texts they read. In discussion, students are asked to present evidence directly from the text, and when reading aloud, they can also practice fluency skills.

Grade 8, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Writing	
8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing. a. Engage in writing as a recursive process. b. Choose intended audience and purpose. c. Use prewriting strategies to generate and organize ideas. d. Organize writing structure to fit form or topic. e. Establish a central idea incorporating evidence, maintaining an organized structure and formal style. f. Compose a thesis statement for persuasive writing that advocates a position. g. Clearly state and defend a position with reasons and evidence, from credible sources. h. Identify a counterclaim and provide a counterargument. i. Distinguish between fact and opinion to support a position. j. Organize information to provide elaboration and unity. k. Develop and modify the central idea, tone, and voice to fit the audience and purpose. l. Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.	Writing standards can be practiced throughout the Shared Inquiry activities as there are multiple opportunities to write. The fourth session in a Junior Great Books unit includes writing options that can extend students' critical thinking about texts(s). The writing can also challenge student to write creatively and explore common writing skills such as: • Point of view • Description • Author's craft • Setting • Poetry writing The writing activities include writing: • Essays • Creative writing • Poetry

Grade 8, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Writing, continued	
8.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. a. Use and punctuate correctly varied sentence structures to include conjunctions and transition words. b. Correctly use pronouns in prepositional phrases with compound objects. c. Use a variety of sentence structures to infuse sentence variety in writing. d. Maintain consistent verb tense across paragraphs. e. Use comparative and superlative degrees in adverbs and adjectives. f. Use quotation marks with dialogue and direct quotations. g. Use correct spelling for frequently used words.	Writing activities include: • Writing questions • Using evidence in writing • Writing as thinking • Writing essays • Creative writing Utilizing the online resources, teachers can make use of the following, as well as many other resources available: • The Writing Rubric • Interpretive and Evaluative Essay Writing • Peer Review Checklist

Grade 8, continued

Virginia Standards	Location of Junior Great Books Activity/Practice
Research	
8.9 The student will find, evaluate, select, and synthesize appropriate resources to produce a research product. a. Formulate and revise questions about a research topic. b. Collect and synthesize information from multiple sources. c. Evaluate and analyze the validity and credibility of resources. d. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias. e. Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style. f. Quote, summarize and paraphrase research findings. g. Publish findings and respond to feedback. h. Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information. i. Demonstrate ethical use of the Internet.	**Curriculum Connections** are included in every unit and include opportunities for extensive research.