



Navigate Item Bank™

Virginia

English Language Arts Coverage Report

All counts are as of May 15, 2018. Due to the dynamic nature of the bank and ongoing work, totals may shift as additional work is completed. In addition, Technology-Enhanced Items (TEIs) are new item types, and the availability and appearance of the TEIs is subject to the functionality available in the data management platform.

Kindergarten	K.4.b	Identify and produce words that rhyme.	31
	K.4.c	Blend and segment multisyllabic words at the syllable level.	4
	K.4.d	Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).	4
	K.4.e	Identify words according to shared beginning and/or ending sounds.	5
	K.5.b	Identify the front cover, back cover, and title page of a book.	6
	K.5.e	Match voice with print. (concept of word).	9
	K.6.a	Identify common signs and logos.	9
	K.6.b	Explain that printed materials provide information.	3
	K.6.d	Read his/her name and read fifteen meaningful, concrete words.	35
	K.7.a	Identify and name the uppercase and lowercase letters of the alphabet.	37
	K.7.b	Match consonant, short vowel, and initial consonant diagraph sounds to appropriate letters.	60
	K.7.d	Identify beginning consonant sounds in single-syllable words.	53
	K.8.a	Discuss meanings of words.	56
	K.9.a	Identify what an author does and what an illustrator does.	5
	K.9.c	Use pictures to make predictions.	16
	K.9.d	Begin to ask and answer questions about what is read.	53
	K.9.f	Retell familiar stories, using beginning, middle, and end.	26
	K.9.g	Discuss characters, setting, and events.	49
	K.10.a	Use pictures to identify topic and make predictions.	16
	K.10.b	Identify text features specific to the topic, such as titles, headings, and pictures.	26
	K.12.c	Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.	37
Kindergarten Total			540
Grade One	1.4.a	Create rhyming words.	27
	1.4.b	Count phonemes (sounds) in one-syllable words.	1

1.4.d	Segment one-syllable words into individual speech sounds (phonemes).	2
1.4.e	Add or delete phonemes (sounds) to make new words.	26
1.5.c	Identify letters, words, sentences, and ending punctuation.	30
1.6.a	Use beginning and ending consonants to decode and spell single-syllable words.	40
1.6.b	Use two-letter consonant blends to decode and spell single-syllable words.	24
1.6.c	Use beginning consonant digraphs to decode and spell single-syllable words.	9
1.6.d	Use short vowel sounds to decode and spell single-syllable words.	14
1.6.e	Blend beginning, middle, and ending sounds to recognize and read words.	78
1.6.f	Use word patterns to decode unfamiliar words.	19
1.6.g	Read and spell simple two-syllable compound words.	32
1.6.h	Read and spell commonly used sight words.	68
1.7.b	Use titles and pictures.	21
1.7.c	Use information in the story to read words.	16
1.7.d	Use knowledge of sentence structure.	10
1.8.a	Discuss meanings of words in context.	55
1.8.d	Use text clues such as words or pictures to discern meanings of unknown words.	59
1.9.b	Set a purpose for reading.	1
1.9.d	Make and confirm predictions.	21
1.9.e	Ask and answer who, what, when, where, why, and how questions about what is read.	56
1.9.f	Identify characters, setting, and important events.	73
1.9.g	Retell stories and events, using beginning, middle, and end.	32
1.9.h	Identify the main idea or theme.	30
1.10.a	Preview the selection.	1
1.10.c	Set a purpose for reading.	1
1.10.d	Identify text features such as pictures, headings, charts, and captions.	38
1.10.e	Make and confirm predictions.	6
1.10.f	Ask and answer who, what, where, when, why, and how questions about what is read.	208
1.10.g	Identify the main idea.	41

	1.11.a	Use knowledge of alphabetical order by first letter.	17
	1.11.b	Use a picture dictionary to find meanings of unfamiliar words.	3
	1.13.c	Revise by adding descriptive words when writing about people, places, things, and events.	10
	1.13.d	Use complete sentences in final copies.	42
	1.13.e	Begin each sentence with a capital letter and use ending punctuation in final copies.	86
	1.13.f	Use correct spelling for commonly used sight words and phonetically regular words in final copies.	55
Grade One Total			1,252
Grade Two	2.4.c	Segment one-syllable words into individual speech sounds (phonemes).	2
	2.4.d	Add or delete phonemes (sounds) to make words.	9
	2.4.e	Blend and segment multisyllabic words at the syllable level.	57
	2.5.a	Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.	25
	2.5.b	Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.	89
	2.5.c	Decode regular multisyllabic words.	9
	2.6.a	Use information in the story to read words.	34
	2.6.c	Use knowledge of story structure and sequence.	4
	2.7.a	Use knowledge of homophones.	8
	2.7.b	Use knowledge of prefixes and suffixes.	105
	2.7.c	Use knowledge of antonyms and synonyms.	102
	2.7.d	Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.	15
	2.8.a	Make and confirm predictions.	11
	2.8.c	Ask and answer questions about what is read.	63
	2.8.d	Locate information to answer questions.	54
	2.8.e	Describe characters, setting, and important events in fiction and poetry.	154
	2.8.f	Identify the problem and solution.	12
	2.8.g	Identify the main idea.	38
	2.8.h	Summarize stories and events with beginning, middle, and end in the correct sequence.	29
	2.8.i	Draw conclusions based on the text.	36
	2.9.a	Preview the selection using text features.	17

	2.9.b	Make and confirm predictions about the main idea.	1
	2.9.d	Set purpose for reading.	9
	2.9.e	Ask and answer questions about what is read.	108
	2.9.f	Locate information to answer questions.	168
	2.9.g	Identify the main idea.	59
	2.10.a	Use table of contents.	8
	2.10.b	Use pictures, captions, and charts.	48
	2.10.c	Use dictionaries, glossaries, and indices.	24
	2.12.a	Generate ideas before writing.	5
	2.12.c	Expand writing to include descriptive detail.	12
	2.12.d	Revise writing for clarity.	26
	2.13.a	Recognize and use complete sentences.	33
	2.13.b	Use and punctuate declarative, interrogative, and exclamatory sentences.	38
	2.13.c	Capitalize all proper nouns and the word I.	63
	2.13.d	Use singular and plural nouns and pronouns.	93
	2.13.e	Use apostrophes in contractions and possessives.	19
	2.13.f	Use contractions and singular possessives.	1
	2.13.h	Use correct spelling for commonly used sight words, including compound words and regular plurals.	94
	2.13.i	Use commas in the salutation and closing of a letter.	15
	2.13.j	Use verbs and adjectives correctly in sentences.	30
Grade Two Total			1,727
Grade Three	3.3.a	Use knowledge of regular and irregular vowel patterns.	44
	3.3.b	Decode regular multisyllabic words.	5
	3.4.a	Use knowledge of homophones.	38
	3.4.b	Use knowledge of roots, affixes, synonyms, and antonyms.	269
	3.4.c	Apply meaning clues, language structure, and phonetic strategies.	5
	3.4.d	Use context to clarify meaning of unfamiliar words.	223
	3.4.g	Use word reference resources including the glossary, dictionary, and thesaurus.	44
	3.5.a	Set a purpose for reading.	1
	3.5.c	Make, confirm, or revise predictions.	20
	3.5.d	Compare and contrast settings, characters, and events.	105
	3.5.e	Identify the author's purpose.	34

3.5.f	Ask and answer questions about what is read.	141
3.5.g	Draw conclusions about text.	205
3.5.h	Identify the problem and solution.	26
3.5.i	Identify the main idea.	59
3.5.j	Identify supporting details.	63
3.5.l	Differentiate between fiction and nonfiction.	18
3.6.a	Identify the author's purpose.	21
3.6.c	Preview and use text features.	114
3.6.d	Ask and answer questions about what is read.	171
3.6.e	Draw conclusions based on text.	44
3.6.f	Summarize major points found in nonfiction texts.	17
3.6.g	Identify the main idea.	111
3.6.h	Identify supporting details.	135
3.6.i	Compare and contrast the characteristics of biographies and autobiographies.	1
3.7.a	Use encyclopedias and other reference books, including online reference materials.	27
3.7.b	Use table of contents, indices, and charts.	41
3.9.a	Identify the intended audience.	3
3.9.b	Use a variety of prewriting strategies.	14
3.9.c	Write a clear topic sentence focusing on the main idea.	3
3.9.d	Write a paragraph on the same topic.	13
3.9.e	Use strategies for organization of information and elaboration according to the type of writing.	45
3.9.f	Include details that elaborate the main idea.	51
3.9.g	Revise writing for clarity of content using specific vocabulary and information.	52
3.10.a	Use complete sentences.	25
3.10.b	Use transition words to vary sentence structure.	23
3.10.c	Use the word I in compound subjects.	5
3.10.d	Use past and present verb tense.	52
3.10.e	Use singular possessives.	19
3.10.f	Use commas in a simple series.	11
3.10.g	Use simple abbreviations.	15
3.10.h	Use apostrophes in contractions with pronouns and in possessives.	13

	3.10.i	Use the articles a, an, and the correctly.	2
	3.10.j	Use correct spelling for frequently used sight words, including irregular plurals.	135
	3.11.a	Construct questions about the topic.	6
	3.11.b	Identify appropriate resources.	2
Grade Three Total			2,471
Grade Four	4.4.a	Use context to clarify meanings of unfamiliar words.	240
	4.4.b	Use knowledge of roots, affixes, synonyms, antonyms, and homophones.	288
	4.4.c	Use word-reference materials, including the glossary, dictionary, and thesaurus.	35
	4.4.e	Use vocabulary from other content areas.	1
	4.5.a	Explain the author's purpose.	40
	4.5.b	Describe how the choice of language, setting, characters, and information contributes to the author's purpose.	46
	4.5.c	Identify the main idea.	61
	4.5.d	Summarize supporting details.	69
	4.5.e	Identify the problem and solution.	43
	4.5.g	Identify sensory words.	19
	4.5.h	Draw conclusions/make inferences about text.	178
	4.5.i	Make, confirm, or revise predictions.	24
	4.5.j	Identify cause and effect relationships.	29
	4.6.a	Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.	147
	4.6.b	Formulate questions that might be answered in the selection.	12
	4.6.c	Explain the author's purpose.	49
	4.6.d	Identify the main idea.	125
	4.6.e	Summarize supporting details.	178
	4.6.f	Draw conclusions and make simple inferences using textual information as support.	157
	4.6.g	Distinguish between cause and effect.	35
	4.6.h	Distinguish between fact and opinion.	50
	4.7.a	Identify intended audience.	9
	4.7.b	Focus on one aspect of a topic.	4
	4.7.c	Use a variety of pre-writing strategies.	35
	4.7.d	Organize writing to convey a central idea.	56

	4.7.e	Recognize different modes of writing have different patterns of organization.	3
	4.7.f	Write a clear topic sentence focusing on the main idea.	3
	4.7.g	Write two or more related paragraphs on the same topic.	2
	4.7.h	Use transition words for sentence variety.	45
	4.7.i	Utilize elements of style, including word choice and sentence variation.	35
	4.7.j	Revise writing for clarity of content using specific vocabulary and information.	29
	4.7.k	Include supporting details that elaborate the main idea.	63
	4.8.a	Use subject-verb agreement.	63
	4.8.b	Include prepositional phrases.	31
	4.8.d	Use noun-pronoun agreement.	27
	4.8.e	Use commas in series, dates, and addresses.	59
	4.8.f	Incorporate adjectives and adverbs.	49
	4.8.g	Use correct spelling for frequently used words, including common homophones.	123
	4.8.h	Use singular possessives.	10
	4.9.a	Construct questions about a topic.	12
	4.9.b	Collect information from multiple resources including online, print, and media.	66
	4.9.c	Use technology as a tool to organize, evaluate, and communicate information.	2
Grade Four Total			2,552
Grade Five	5.4.a	Use context to clarify meaning of unfamiliar words and phrases.	223
	5.4.b	Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	68
	5.4.c	Use knowledge of roots, affixes, synonyms, antonyms, and homophones.	291
	5.4.d	Identify an author's use of figurative language.	178
	5.4.e	Use dictionary, glossary, thesaurus, and other word-reference materials.	47
	5.4.g	Study word meanings across content areas.	7
	5.5.b	Describe character development.	172
	5.5.c	Describe the development of plot and explain the resolution of conflict(s).	126
	5.5.d	Describe the characteristics of free verse, rhymed, and patterned poetry.	16

5.5.e	Describe how an author's choice of vocabulary contributes to the author's style.	15
5.5.f	Identify and ask questions that clarify various points of view.	28
5.5.g	Identify main idea.	40
5.5.h	Summarize supporting details from text.	21
5.5.i	Draw conclusions and make inferences from text.	76
5.5.j	Identify cause and effect relationships.	14
5.5.k	Make, confirm, or revise predictions.	14
5.6.a	Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.	95
5.6.d	Identify the main idea of nonfiction texts.	111
5.6.e	Summarize supporting details in nonfiction texts.	149
5.6.f	Identify structural patterns found in nonfiction.	12
5.6.g	Locate information to support opinions, predictions, and conclusions.	155
5.6.h	Identify cause and effect relationships following transition words signaling the pattern.	70
5.6.i	Differentiate between fact and opinion.	36
5.6.j	Identify, compare, and contrast relationships.	80
5.7.a	Identify intended audience.	2
5.7.b	Use a variety of prewriting strategies.	21
5.7.c	Organize information to convey a central idea.	24
5.7.d	Write a clear topic sentence focusing on the main idea.	14
5.7.f	Use precise and descriptive vocabulary to create tone and voice.	84
5.7.g	Vary sentence structure by using transition words.	59
5.7.h	Revise for clarity of content using specific vocabulary and information.	40
5.7.i	Include supporting details that elaborate the main idea.	61
5.8.a	Use plural possessives.	7
5.8.b	Use adjective and adverb comparisons.	25
5.8.c	Identify and use interjections.	9
5.8.d	Use apostrophes in contractions and possessives.	59
5.8.e	Use quotation marks with dialogue.	35
5.8.f	Use commas to indicate interrupters.	29
5.8.g	Use a hyphen to divide words at the end of a line.	4

	5.8.h	Edit for fragments and run-on sentences.	60
	5.8.i	Eliminate double negatives.	1
	5.8.j	Use correct spelling of commonly used words.	74
	5.8.k	Identify and use conjunctions.	78
	5.9.a	Construct questions about a topic.	2
	5.9.b	Collect information from multiple resources including online, print, and media.	65
	5.9.c	Use technology as a tool to research, organize, evaluate, and communicate information.	2
	5.9.d	Organize information presented on charts, maps, and graphs.	12
	5.9.e	Develop notes that include important concepts, summaries, and identification of information sources.	1
Grade Five Total			2,812
Grade Six	6.4.a	Identify word origins and derivations.	20
	6.4.b	Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.	221
	6.4.c	Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	256
	6.4.d	Identify and analyze figurative language.	95
	6.4.e	Use word-reference materials.	34
	6.4.f	Extend general and specialized vocabulary through speaking, listening, reading, and writing.	10
	6.5.a	Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.	182
	6.5.b	Make, confirm, and revise predictions.	20
	6.5.c	Describe how word choice and imagery contribute to the meaning of a text.	95
	6.5.d	Describe cause and effect relationships and their impact on plot.	46
	6.5.f	Use information in the text to draw conclusions and make inferences.	80
	6.5.g	Explain how character and plot development are used in a selection to support a central conflict or story line.	239
	6.5.h	Identify the main idea.	31
	6.5.i	Identify and summarize supporting details.	44
	6.5.j	Identify and analyze the author's use of figurative language.	113
	6.5.k	Identify transitional words and phrases that signal an author's organizational pattern.	4

6.6.a	Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.	117
6.6.c	Identify questions to be answered.	13
6.6.d	Make, confirm, or revise predictions.	5
6.6.e	Draw conclusions and make inferences based on explicit and implied information.	297
6.6.f	Differentiate between fact and opinion.	26
6.6.g	Identify main idea.	154
6.6.h	Summarize supporting details.	115
6.6.i	Compare and contrast information about one topic, which may be contained in different selections.	58
6.6.j	Identify the author's organizational pattern.	62
6.6.k	Identify cause and effect relationships.	40
6.7.a	Identify audience and purpose.	26
6.7.b	Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.	25
6.7.c	Organize writing structure to fit mode or topic.	18
6.7.d	Establish a central idea and organization.	26
6.7.e	Compose a topic sentence or thesis statement if appropriate.	16
6.7.f	Write multiparagraph compositions with elaboration and unity.	13
6.7.g	Select vocabulary and information to enhance the central idea, tone, and voice.	71
6.7.h	Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	120
6.7.i	Revise sentences for clarity of content including specific vocabulary and information.	79
6.8.b	Use subject-verb agreement with intervening phrases and clauses.	8
6.8.c	Use pronoun-antecedent agreement to include indefinite pronouns.	30
6.8.d	Maintain consistent verb tense across paragraphs.	34
6.8.e	Eliminate double negatives.	10
6.8.f	Use quotation marks with dialogue.	11
6.8.g	Choose adverbs to describe verbs, adjectives, and other adverbs.	6
6.8.h	Use correct spelling for frequently used words.	76
6.9.a	Collect information from multiple sources including online, print, and media.	93

	6.9.b	Evaluate the validity and authenticity of texts.	5
	6.9.c	Use technology as a tool to research, organize, evaluate, and communicate information.	2
	6.9.d	Cite primary and secondary sources.	6
Grade Six Total			3,052
Grade Seven	7.4.a	Identify word origins and derivations.	15
	7.4.b	Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.	231
	7.4.c	Identify and analyze figurative language.	95
	7.4.d	Identify connotations.	63
	7.4.e	Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	205
	7.4.f	Extend general and specialized vocabulary through speaking, listening, reading, and writing.	9
	7.5.a	Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.	319
	7.5.b	Compare and contrast various forms and genres of fictional text.	3
	7.5.c	Identify conventional elements and characteristics of a variety of genres.	28
	7.5.d	Describe the impact of word choice, imagery, and literary devices including figurative language.	120
	7.5.e	Make, confirm, and revise predictions.	8
	7.5.g	Make inferences and draw conclusions based on the text.	56
	7.5.h	Identify the main idea.	19
	7.5.i	Summarize text relating supporting details.	14
	7.5.j	Identify the author's organizational pattern.	17
	7.5.k	Identify cause and effect relationships.	11
	7.6.b	Use text structures to aid comprehension.	92
	7.6.c	Identify an author's organizational pattern using textual clues, such as transitional words and phrases.	41
	7.6.d	Draw conclusions and make inferences on explicit and implied information.	192
	7.6.e	Differentiate between fact and opinion.	44
	7.6.f	Identify the source, viewpoint, and purpose of texts.	94
	7.6.g	Describe how word choice and language structure convey an author's viewpoint.	56
	7.6.h	Identify the main idea.	125
	7.6.i	Summarize text identifying supporting details.	150

	7.6.j	Identify cause and effect relationships.	50
	7.6.k	Organize and synthesize information for use in written formats.	3
	7.7.a	Identify intended audience.	1
	7.7.b	Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.	17
	7.7.c	Organize writing structure to fit mode or topic.	9
	7.7.d	Establish a central idea and organization.	13
	7.7.e	Compose a topic sentence or thesis statement.	13
	7.7.f	Write multiparagraph compositions with unity elaborating the central idea.	16
	7.7.g	Select vocabulary and information to enhance the central idea, tone, and voice.	43
	7.7.h	Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	61
	7.7.i	Use clauses and phrases for sentence variety.	26
	7.7.j	Revise sentences for clarity of content including specific vocabulary and information.	92
	7.8.b	Choose appropriate adjectives and adverbs to enhance writing.	5
	7.8.c	Use pronoun-antecedent agreement to include indefinite pronouns.	13
	7.8.d	Use subject-verb agreement with intervening phrases and clauses.	8
	7.8.e	Edit for verb tense consistency and point of view.	47
	7.8.f	Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.	49
	7.8.g	Use quotation marks with dialogue.	4
	7.8.h	Use correct spelling for commonly used words.	69
	7.9.a	Collect and organize information from multiple sources including online, print and media.	42
	7.9.b	Evaluate the validity and authenticity of sources.	2
	7.9.c	Use technology as a tool to research, organize, evaluate, and communicate information.	1
	7.9.d	Cite primary and secondary sources.	19
Grade Seven Total			2,610
Grade Eight	8.3.a	Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.	1
	8.4.a	Identify and analyze an author's use of figurative language.	103

8.4.b	Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.	244
8.4.c	Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.	212
8.4.d	Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.	51
8.4.e	Discriminate between connotative and denotative meanings and interpret the connotation.	40
8.4.f	Extend general and specialized vocabulary through speaking, listening, reading, and writing.	6
8.5.a	Explain the use of symbols and figurative language.	112
8.5.b	Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	91
8.5.c	Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.	201
8.5.d	Understand the author's use of conventional elements and characteristics within a variety of genres.	63
8.5.e	Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	6
8.5.f	Compare and contrast authors' styles.	3
8.5.g	Identify and ask questions that clarify various viewpoints.	3
8.5.h	Identify the main idea.	37
8.5.i	Summarize text relating supporting details.	23
8.5.j	Identify an author's organizational pattern using textual clues, such as transitional words and phrases.	9
8.5.k	Identify cause and effect relationships.	10
8.6.a	Draw on background knowledge and knowledge of text structure to understand selections.	12
8.6.b	Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	189
8.6.c	Analyze the author's qualifications, viewpoint, and impact.	68
8.6.d	Analyze the author's use of text structure and word choice.	74
8.6.e	Analyze details for relevance and accuracy.	62
8.6.f	Differentiate between fact and opinion.	33
8.6.g	Identify the main idea.	82
8.6.h	Summarize the text identifying supporting details.	121

	8.6.i	Identify an author's organizational pattern using textual clues, such as transitional words and phrases.	48
	8.6.j	Identify cause and effect relationships.	34
	8.6.k	Evaluate, organize, and synthesize information for use in written and oral formats.	8
	8.7.a	Identify intended audience.	4
	8.7.b	Use prewriting strategies to generate and organize ideas.	58
	8.7.c	Distinguish between a thesis statement and a topic sentence.	10
	8.7.d	Organize details to elaborate the central idea and provide unity.	83
	8.7.e	Select specific vocabulary and information for audience and purpose.	69
	8.7.g	Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.	198
	8.8.a	Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.	1
	8.8.b	Use and punctuate correctly varied sentence structures to include conjunctions and transition words.	119
	8.8.c	Choose the correct case and number for pronouns in prepositional phrases with compound objects.	18
	8.8.d	Maintain consistent verb tense across paragraphs.	40
	8.8.e	Use comparative and superlative degrees in adverbs and adjectives.	31
	8.8.f	Use quotation marks with dialogue and direct quotations.	4
	8.8.g	Use correct spelling for frequently used words.	34
	8.9.a	Collect and synthesize information from multiple sources including online, print and media.	20
	8.9.b	Evaluate the validity and authenticity of texts.	3
	8.9.c	Use technology as a tool to research, organize, evaluate, and communicate information.	2
	8.9.e	Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.	19
Grade Eight Total			2,659
Grade Nine	9.3.a	Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.	103
	9.3.b	Use context, structure, and connotations to determine meanings of words and phrases.	151
	9.3.c	Discriminate between connotative and denotative meanings and interpret the connotation.	21

9.3.d	Identify the meaning of common idioms.	17
9.3.e	Identify literary and classical allusions and figurative language in text.	67
9.3.f	Extend general and specialized vocabulary through speaking, reading, and writing.	1
9.3.g	Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.	2
9.4.a	Identify author's main idea and purpose.	32
9.4.b	Summarize text relating supporting details.	10
9.4.c	Identify the characteristics that distinguish literary forms.	65
9.4.d	Use literary terms in describing and analyzing selections.	18
9.4.e	Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.	191
9.4.f	Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.	13
9.4.g	Analyze the cultural or social function of a literary text.	9
9.4.h	Explain the relationship between the author's style and literary effect.	29
9.4.i	Explain the influence of historical context on the form, style, and point of view of a written work.	9
9.4.j	Compare and contrast author's use of literary elements within a variety of genres.	9
9.4.k	Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.	38
9.4.l	Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.	62
9.5.a	Recognize an author's intended purpose for writing and identify the main idea.	69
9.5.b	Summarize text relating supporting details.	52
9.5.c	Understand the purpose of text structures and use those features to locate information and gain meaning from texts.	43
9.5.d	Identify characteristics of expository, technical, and persuasive texts.	17
9.5.e	Identify a position/argument to be confirmed, disproved, or modified.	27
9.5.f	Evaluate clarity and accuracy of information.	22
9.5.g	Analyze and synthesize information in order to solve problems, answer questions, or complete a task.	5

9.5.h	Draw conclusions and make inferences on explicit and implied information using textual support as evidence.	86	
9.5.i	Differentiate between fact and opinion.	10	
9.6.a	Generate, gather, and organize ideas for writing.	11	
9.6.b	Plan and organize writing to address a specific audience and purpose.	28	
9.6.c	Communicate clearly the purpose of the writing using a thesis statement where appropriate.	12	
9.6.d	Write clear, varied sentences using specific vocabulary and information.	50	
9.6.e	Elaborate ideas clearly through word choice and vivid description.	42	
9.6.f	Arrange paragraphs into a logical progression.	9	
9.6.g	Use transitions between paragraphs and ideas.	30	
9.6.h	Revise writing for clarity of content, accuracy and depth of information.	63	
9.7.a	Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.	81	
9.7.b	Use parallel structures across sentences and paragraphs.	56	
9.7.c	Use appositives, main clauses, and subordinate clauses.	23	
9.7.d	Use commas and semicolons to distinguish and divide main and subordinate clauses.	46	
9.7.e	Distinguish between active and passive voice.	2	
9.7.f	Proofread and edit writing for intended audience and purpose.	80	
9.8.b	Narrow the focus of a search.	4	
9.8.c	Find, evaluate, and select appropriate sources to access information and answer questions.	38	
9.8.g	Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).	32	
Grade Nine Total		1,785	
Grade Ten	10.3.a	Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.	113
	10.3.b	Use context, structure, and connotations to determine meanings of words and phrases.	183
	10.3.c	Discriminate between connotative and denotative meanings and interpret the connotation.	29
	10.3.d	Identify the meaning of common idioms.	10

10.3.e	Identify literary and classical allusions and figurative language in text.	58
10.3.f	Extend general and specialized vocabulary through speaking, reading, and writing.	2
10.4.a	Identify main and supporting ideas.	66
10.4.b	Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.	101
10.4.c	Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.	1
10.4.d	Analyze the cultural or social function of literature.	3
10.4.e	Identify universal themes prevalent in the literature of different cultures.	28
10.4.f	Examine a literary selection from several critical perspectives.	4
10.4.g	Explain the influence of historical context on the form, style, and point of view of a literary text.	27
10.4.h	Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.	83
10.4.i	Compare and contrast literature from different cultures and eras.	4
10.4.j	Distinguish between a critique and a summary.	1
10.4.k	Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions.	31
10.5.a	Identify text organization and structure.	52
10.5.b	Recognize an author's intended audience and purpose for writing.	43
10.5.c	Skim manuals or informational sources to locate information.	1
10.5.d	Compare and contrast informational texts.	31
10.5.e	Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.	33
10.5.f	Draw conclusions and make inferences on explicit and implied information using textual support as evidence.	178
10.5.g	Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.	54
10.6.a	Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.	33
10.6.b	Synthesize information to support the thesis.	6
10.6.c	Elaborate ideas clearly through word choice and vivid description.	62

	10.6.d	Write clear and varied sentences, clarifying ideas with precise and relevant evidence.	25
	10.6.e	Organize ideas into a logical sequence using transitions.	35
	10.6.f	Revise writing for clarity of content, accuracy, and depth of information.	75
	10.7.a	Distinguish between active and passive voice.	11
	10.7.b	Apply rules governing use of the colon.	21
	10.7.c	Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.	2
	10.7.g	Suggest how writing might be improved.	4
	10.7.h	Proofread and edit final product for intended audience and purpose.	142
	10.8.a	Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.	1
	10.8.c	Verify the accuracy, validity, and usefulness of information.	42
	10.8.e	Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).	27
Grade Ten Total			1,622
Grade Eleven	11.2.c	Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.	1
	11.3.a	Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.	105
	11.3.b	Use context, structure, and connotations to determine meanings of words and phrases.	149
	11.3.c	Discriminate between connotative and denotative meanings and interpret the connotation.	71
	11.3.d	Identify the meaning of common idioms.	6
	11.3.e	Identify literary and classical allusions and figurative language in text.	46
	11.3.f	Extend general and specialized vocabulary through speaking, reading, and writing.	13
	11.3.g	Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.	12
	11.4.b	Compare and contrast the development of American literature in its historical context.	3

11.4.c	Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.	51
11.4.d	Analyze the social or cultural function of American literature.	6
11.4.e	Analyze how context and language structures convey an author's intent and viewpoint.	56
11.4.f	Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.	14
11.4.g	Explain how imagery and figures of speech appeal to the reader's senses and experience.	54
11.4.h	Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.	53
11.4.i	Read and analyze a variety of American dramatic selections.	3
11.4.j	Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.	33
11.4.k	Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.	167
11.5.a	Use information from texts to clarify understanding of concepts.	87
11.5.d	Draw conclusions and make inferences on explicit and implied information using textual support.	143
11.5.e	Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.	58
11.5.g	Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.	15
11.5.h	Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.	140
11.6.a	Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.	9
11.6.b	Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	16
11.6.c	Organize ideas in a sustained and logical manner.	44
11.6.d	Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.	31
11.6.e	Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.	88
11.6.f	Revise writing for clarity of content, accuracy and depth of information.	37

	11.6.g	Use computer technology to plan, draft, revise, edit, and publish writing.	1
	11.7.b	Use verbals and verbal phrases to achieve sentence conciseness and variety.	11
	11.7.c	Distinguish between active and passive voice.	3
	11.7.e	Adjust sentence and paragraph structures for a variety of purposes and audiences.	34
	11.7.f	Proofread and edit writing for intended audience and purpose.	85
	11.8.a	Use technology as a tool to research, organize, evaluate, and communicate information.	1
	11.8.b	Narrow a topic and develop a plan for research.	5
	11.8.c	Collect information to support a thesis.	14
	11.8.d	Critically evaluate quality, accuracy, and validity of information.	8
	11.8.e	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.	3
	11.8.f	Synthesize and present information in a logical sequence.	1
	11.8.g	Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).	21
	11.8.i	Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.	83
Grade Eleven Total			1,781
Grade Twelve	12.3.a	Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.	72
	12.3.b	Use context, structure, and connotations to determine meanings of words and phrases.	158
	12.3.c	Discriminate between connotative and denotative meanings and interpret the connotation.	18
	12.3.d	Identify the meaning of common idioms, literary and classical allusions in text.	23
	12.3.e	Expand general and specialized vocabulary through speaking, reading, and writing.	14
	12.3.f	Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.	19
	12.4.b	Recognize major literary forms and their elements.	53
	12.4.c	Recognize the characteristics of major chronological eras.	5
	12.4.d	Relate literary works and authors to major themes and issues of their eras.	21

12.4.f	Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.	20
12.4.g	Compare and contrast traditional and contemporary poems from many cultures.	11
12.5.a	Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.	226
12.5.b	Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.	53
12.5.c	Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.	57
12.5.d	Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.	24
12.5.f	Draw conclusions and make inferences on explicit and implied information using textual support.	180
12.6.a	Generate, gather, and organize ideas for writing to address a specific audience and purpose.	32
12.6.b	Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.	34
12.6.c	Clarify and defend a position with precise and relevant evidence.	30
12.6.d	Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.	71
12.6.e	Use a variety of rhetorical strategies to accomplish a specific purpose.	9
12.6.g	Revise writing for clarity of content, depth of information and technique of presentation.	37
12.7.a	Edit, proofread, and prepare writing for intended audience and purpose.	7
12.7.b	Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.	170
12.8.b	Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.	3
12.8.c	Critically evaluate the accuracy, quality, and validity of the information.	18
12.8.d	Synthesize information to support the thesis and present information in a logical manner.	2
12.8.e	Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).	26

12.8.g	Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.	50
Grade Twelve Total		1,443
English Language Arts Total		26,306



Navigate Item Bank™

Virginia

English Language Arts Writing Prompt Coverage Report

All counts are as of May 15, 2018. Due to the dynamic nature of the bank and ongoing work, totals may shift as additional work is completed.

Note: Writing Prompts are designed to assess multiple writing skills; therefore, each Writing Prompt is aligned to multiple standards.

Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Three	Expository	14

Standard Code	Standard Text	Total Per Standard
3.9.a	Identify the intended audience.	14
3.9.c	Write a clear topic sentence focusing on the main idea.	14
3.9.e	Use strategies for organization of information and elaboration according to the type of writing.	14
3.9.f	Include details that elaborate the main idea.	14
3.9.g	Revise writing for clarity of content using specific vocabulary and information.	14

Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Three	Narrative	15

Standard Code	Standard Text	Total Per Standard
3.9.a	Identify the intended audience.	15
3.9.e	Use strategies for organization of information and elaboration according to the type of writing.	15
3.9.f	Include details that elaborate the main idea.	15
3.9.g	Revise writing for clarity of content using specific vocabulary and information.	15

Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Three	Persuasive	15

Standard Code	Standard Text	Total Per Standard
3.9.a	Identify the intended audience.	15
3.9.c	Write a clear topic sentence focusing on the main idea.	15
3.9.e	Use strategies for organization of information and elaboration according to the type of writing.	15
3.9.f	Include details that elaborate the main idea.	15

3.9.g	Revise writing for clarity of content using specific vocabulary and information.	15
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Grade Three Total		44
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Grade/Course	Writing Prompt Text Type	Total Per Text Type
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Grade Four	Expository	14
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Standard Code	Standard Text	Total Per Standard
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4.7.a	Identify intended audience.	14
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4.7.b	Focus on one aspect of a topic.	14
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4.7.d	Organize writing to convey a central idea.	14
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4.7.e	Recognize different modes of writing have different patterns of organization.	14
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4.7.f	Write a clear topic sentence focusing on the main idea.	14
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4.7.g	Write two or more related paragraphs on the same topic.	14
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4.7.h	Use transition words for sentence variety.	14
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4.7.i	Utilize elements of style, including word choice and sentence variation.	14
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4.7.j	Revise writing for clarity of content using specific vocabulary and information.	14
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4.7.k	Include supporting details that elaborate the main idea.	14
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Grade/Course	Writing Prompt Text Type	Total Per Text Type
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Grade Four	Narrative	15
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Standard Code	Standard Text	Total Per Standard
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4.7.a	Identify intended audience.	15
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4.7.d	Organize writing to convey a central idea.	15
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4.7.e	Recognize different modes of writing have different patterns of organization.	15
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4.7.g	Write two or more related paragraphs on the same topic.	15
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4.7.h	Use transition words for sentence variety.	15
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4.7.i	Utilize elements of style, including word choice and sentence variation.	15
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4.7.j	Revise writing for clarity of content using specific vocabulary and information.	15
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4.7.k	Include supporting details that elaborate the main idea.	15
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Grade/Course	Writing Prompt Text Type	Total Per Text Type
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Grade Four	Persuasive	15
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Standard Code	Standard Text	Total Per Standard
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4.7.a	Identify intended audience.	15
4.7.b	Focus on one aspect of a topic.	15
4.7.d	Organize writing to convey a central idea.	15
4.7.e	Recognize different modes of writing have different patterns of organization.	15
4.7.f	Write a clear topic sentence focusing on the main idea.	15
4.7.g	Write two or more related paragraphs on the same topic.	15
4.7.h	Use transition words for sentence variety.	15
4.7.i	Utilize elements of style, including word choice and sentence variation.	15
4.7.j	Revise writing for clarity of content using specific vocabulary and information.	15
4.7.k	Include supporting details that elaborate the main idea.	15

Grade Four Total	44
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Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Five	Expository	15

Standard Code	Standard Text	Total Per Standard
5.7.a	Identify intended audience.	15
5.7.c	Organize information to convey a central idea.	15
5.7.d	Write a clear topic sentence focusing on the main idea.	15
5.7.e	Write multiparagraph compositions.	15
5.7.f	Use precise and descriptive vocabulary to create tone and voice.	15
5.7.g	Vary sentence structure by using transition words.	15
5.7.h	Revise for clarity of content using specific vocabulary and information.	15
5.7.i	Include supporting details that elaborate the main idea.	15

Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Five	Narrative	15

Standard Code	Standard Text	Total Per Standard
5.7.a	Identify intended audience.	15
5.7.c	Organize information to convey a central idea.	15
5.7.e	Write multiparagraph compositions.	15
5.7.f	Use precise and descriptive vocabulary to create tone and voice.	15
5.7.g	Vary sentence structure by using transition words.	15

5.7.h	Revise for clarity of content using specific vocabulary and information.	15
5.7.i	Include supporting details that elaborate the main idea.	15
Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Five	Persuasive	15
Standard Code	Standard Text	Total Per Standard
5.7.a	Identify intended audience.	15
5.7.c	Organize information to convey a central idea.	15
5.7.d	Write a clear topic sentence focusing on the main idea.	15
5.7.e	Write multiparagraph compositions.	15
5.7.f	Use precise and descriptive vocabulary to create tone and voice.	15
5.7.g	Vary sentence structure by using transition words.	15
5.7.h	Revise for clarity of content using specific vocabulary and information.	15
5.7.i	Include supporting details that elaborate the main idea.	15

Grade Five Total		45
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Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Six	Expository	15

Standard Code	Standard Text	Total Per Standard
6.7.a	Identify audience and purpose.	15
6.7.c	Organize writing structure to fit mode or topic.	15
6.7.d	Establish a central idea and organization.	15
6.7.e	Compose a topic sentence or thesis statement if appropriate.	15
6.7.f	Write multiparagraph compositions with elaboration and unity.	15
6.7.g	Select vocabulary and information to enhance the central idea, tone, and voice.	15
6.7.i	Revise sentences for clarity of content including specific vocabulary and information.	15

Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Six	Narrative	15

Standard Code	Standard Text	Total Per Standard
6.7.a	Identify audience and purpose.	15

6.7.c	Organize writing structure to fit mode or topic.	15
6.7.d	Establish a central idea and organization.	15
6.7.f	Write multiparagraph compositions with elaboration and unity.	15
6.7.g	Select vocabulary and information to enhance the central idea, tone, and voice.	15
6.7.i	Revise sentences for clarity of content including specific vocabulary and information.	15

Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Six	Persuasive	15

Standard Code	Standard Text	Total Per Standard
6.7.a	Identify audience and purpose.	15
6.7.c	Organize writing structure to fit mode or topic.	15
6.7.d	Establish a central idea and organization.	15
6.7.e	Compose a topic sentence or thesis statement if appropriate.	15
6.7.f	Write multiparagraph compositions with elaboration and unity.	15
6.7.g	Select vocabulary and information to enhance the central idea, tone, and voice.	15
6.7.i	Revise sentences for clarity of content including specific vocabulary and information.	15

Grade Six Total		45
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Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Seven	Expository	15

Standard Code	Standard Text	Total Per Standard
7.7.a	Identify intended audience.	15
7.7.c	Organize writing structure to fit mode or topic.	15
7.7.d	Establish a central idea and organization.	15
7.7.e	Compose a topic sentence or thesis statement.	15
7.7.f	Write multiparagraph compositions with unity elaborating the central idea.	15
7.7.g	Select vocabulary and information to enhance the central idea, tone, and voice.	15
7.7.j	Revise sentences for clarity of content including specific vocabulary and information.	15

Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Seven	Narrative	15
Standard Code	Standard Text	Total Per Standard
7.7.a	Identify intended audience.	15
7.7.c	Organize writing structure to fit mode or topic.	15
7.7.d	Establish a central idea and organization.	15
7.7.f	Write multiparagraph compositions with unity elaborating the central idea.	15
7.7.g	Select vocabulary and information to enhance the central idea, tone, and voice.	15
7.7.j	Revise sentences for clarity of content including specific vocabulary and information.	15
Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Seven	Persuasive	15
Standard Code	Standard Text	Total Per Standard
7.7.a	Identify intended audience.	15
7.7.c	Organize writing structure to fit mode or topic.	15
7.7.d	Establish a central idea and organization.	15
7.7.e	Compose a topic sentence or thesis statement.	15
7.7.f	Write multiparagraph compositions with unity elaborating the central idea.	15
7.7.g	Select vocabulary and information to enhance the central idea, tone, and voice.	15
7.7.j	Revise sentences for clarity of content including specific vocabulary and information.	15
Grade Seven Total		45
Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Eight	Expository	15
Standard Code	Standard Text	Total Per Standard
8.7.a	Identify intended audience.	15
8.7.d	Organize details to elaborate the central idea and provide unity.	15
8.7.e	Select specific vocabulary and information for audience and purpose.	15
8.7.g	Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.	15

Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Eight	Narrative	15
Standard Code	Standard Text	Total Per Standard
8.7.a	Identify intended audience.	15
8.7.d	Organize details to elaborate the central idea and provide unity.	15
8.7.e	Select specific vocabulary and information for audience and purpose.	15
8.7.g	Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.	15
Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Eight	Persuasive	15
Standard Code	Standard Text	Total Per Standard
8.7.a	Identify intended audience.	15
8.7.d	Organize details to elaborate the central idea and provide unity.	15
8.7.e	Select specific vocabulary and information for audience and purpose.	15
8.7.g	Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.	15
Grade Eight Total		45
Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Nine	Expository	14
Standard Code	Standard Text	Total Per Standard
9.6.a	Generate, gather, and organize ideas for writing.	14
9.6.b	Plan and organize writing to address a specific audience and purpose.	14
9.6.c	Communicate clearly the purpose of the writing using a thesis statement where appropriate.	14
9.6.d	Write clear, varied sentences using specific vocabulary and information.	14
9.6.e	Elaborate ideas clearly through word choice and vivid description.	14
9.6.f	Arrange paragraphs into a logical progression.	14
9.6.g	Use transitions between paragraphs and ideas.	14
9.6.h	Revise writing for clarity of content, accuracy and depth of information.	14
9.7.f	Proofread and edit writing for intended audience and purpose.	14

Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Nine	Narrative	15
Standard Code	Standard Text	Total Per Standard
9.6.a	Generate, gather, and organize ideas for writing.	15
9.6.b	Plan and organize writing to address a specific audience and purpose.	15
9.6.c	Communicate clearly the purpose of the writing using a thesis statement where appropriate.	15
9.6.d	Write clear, varied sentences using specific vocabulary and information.	15
9.6.e	Elaborate ideas clearly through word choice and vivid description.	15
9.6.f	Arrange paragraphs into a logical progression.	15
9.6.g	Use transitions between paragraphs and ideas.	15
9.6.h	Revise writing for clarity of content, accuracy and depth of information.	15
9.7.f	Proofread and edit writing for intended audience and purpose.	15
Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Nine	Persuasive	15
Standard Code	Standard Text	Total Per Standard
9.6.a	Generate, gather, and organize ideas for writing.	15
9.6.b	Plan and organize writing to address a specific audience and purpose.	15
9.6.c	Communicate clearly the purpose of the writing using a thesis statement where appropriate.	15
9.6.d	Write clear, varied sentences using specific vocabulary and information.	15
9.6.e	Elaborate ideas clearly through word choice and vivid description.	15
9.6.f	Arrange paragraphs into a logical progression.	15
9.6.g	Use transitions between paragraphs and ideas.	15
9.6.h	Revise writing for clarity of content, accuracy and depth of information.	15
9.7.f	Proofread and edit writing for intended audience and purpose.	15
Grade Nine Total		44
Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Ten	Expository	15
Standard Code	Standard Text	Total Per Standard

10.6.a	Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.	15
10.6.b	Synthesize information to support the thesis.	15
10.6.c	Elaborate ideas clearly through word choice and vivid description.	15
10.6.e	Organize ideas into a logical sequence using transitions.	15
10.6.f	Revise writing for clarity of content, accuracy, and depth of information.	15
10.7.h	Proofread and edit final product for intended audience and purpose.	15

Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Ten	Narrative	15

Standard Code	Standard Text	Total Per Standard
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10.6.a	Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.	15
10.6.c	Elaborate ideas clearly through word choice and vivid description.	15
10.6.e	Organize ideas into a logical sequence using transitions.	15
10.6.f	Revise writing for clarity of content, accuracy, and depth of information.	15
10.7.h	Proofread and edit final product for intended audience and purpose.	15

Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Ten	Persuasive	15

Standard Code	Standard Text	Total Per Standard
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10.6.a	Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.	15
10.6.b	Synthesize information to support the thesis.	15
10.6.c	Elaborate ideas clearly through word choice and vivid description.	15
10.6.e	Organize ideas into a logical sequence using transitions.	15
10.6.f	Revise writing for clarity of content, accuracy, and depth of information.	15
10.7.h	Proofread and edit final product for intended audience and purpose.	15

Grade Ten Total		45
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Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Eleven	Expository	14

Standard Code	Standard Text	Total Per Standard
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11.6.a	Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.	14
11.6.c	Organize ideas in a sustained and logical manner.	14
11.6.e	Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.	14
11.6.f	Revise writing for clarity of content, accuracy and depth of information.	14
11.7.f	Proofread and edit writing for intended audience and purpose.	14

Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Eleven	Narrative	15

Standard Code	Standard Text	Total Per Standard
11.6.a	Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.	15
11.6.c	Organize ideas in a sustained and logical manner.	15
11.6.e	Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.	15
11.6.f	Revise writing for clarity of content, accuracy and depth of information.	15
11.7.f	Proofread and edit writing for intended audience and purpose.	15

Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Eleven	Persuasive	15

Standard Code	Standard Text	Total Per Standard
11.6.a	Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.	15
11.6.b	Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	15
11.6.c	Organize ideas in a sustained and logical manner.	15
11.6.d	Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.	15
11.6.e	Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.	15
11.6.f	Revise writing for clarity of content, accuracy and depth of information.	15
11.7.f	Proofread and edit writing for intended audience and purpose.	15

Grade Eleven Total		44
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Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Twelve	Expository	15
Standard Code	Standard Text	Total Per Standard
12.6.a	Generate, gather, and organize ideas for writing to address a specific audience and purpose.	15
12.6.d	Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.	15
12.6.e	Use a variety of rhetorical strategies to accomplish a specific purpose.	15
12.6.g	Revise writing for clarity of content, depth of information and technique of presentation.	15
12.7.a	Edit, proofread, and prepare writing for intended audience and purpose.	15
Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Twelve	Narrative	15
Standard Code	Standard Text	Total Per Standard
12.6.a	Generate, gather, and organize ideas for writing to address a specific audience and purpose.	15
12.6.d	Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.	15
12.6.e	Use a variety of rhetorical strategies to accomplish a specific purpose.	15
12.6.g	Revise writing for clarity of content, depth of information and technique of presentation.	15
12.7.a	Edit, proofread, and prepare writing for intended audience and purpose.	15
Grade/Course	Writing Prompt Text Type	Total Per Text Type
Grade Twelve	Persuasive	14
Standard Code	Standard Text	Total Per Standard
12.6.a	Generate, gather, and organize ideas for writing to address a specific audience and purpose.	14
12.6.b	Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.	14
12.6.c	Clarify and defend a position with precise and relevant evidence.	14
12.6.d	Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.	14
12.6.e	Use a variety of rhetorical strategies to accomplish a specific purpose.	14
12.6.f	Create arguments free of errors in logic and externally supported.	14

12.6.g	Revise writing for clarity of content, depth of information and technique of presentation.	14
12.7.a	Edit, proofread, and prepare writing for intended audience and purpose.	14
Grade Twelve Total		44
Virginia English Language Arts Writing Prompt Total		445



Navigate Item Bank™

Virginia

Mathematics Coverage Report

All counts are as of May 15, 2018. Due to the dynamic nature of the bank and ongoing work, totals may shift as additional work is completed. In addition, Technology-Enhanced Items (TEIs) are new item types, and the availability and appearance of the TEIs is subject to the functionality available in the data management platform.

Grade/Course	Standard Code	Standard Text	Total
Kindergarten	NS.K.1.a	tell how many are in a given set of 20 or fewer objects by counting orally; and	82
	NS.K.1.b	read, write, and represent numbers from 0 through 20.	61
	NS.K.2.a	compare and describe one set as having more, fewer, or the same number of objects as the other set(s); and	63
	NS.K.3.a	count forward orally by ones from 0 to 100;	3
	NS.K.3.c	identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10; and	32
	CE.K.6	The student will model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects.	87
	MG.K.7	The student will recognize the attributes of a penny, nickel, dime, and quarter and identify the number of pennies equivalent to a nickel, a dime, and a quarter.	23
	MG.K.9	The student will compare two objects or events, using direct comparisons, according to one or more of the following attributes: length (longer, shorter), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder), volume (more, less), and time (longer, shorter).	74
	MG.K.10.a	identify and describe plane figures (circle, triangle, square, and rectangle);	42
	MG.K.10.b	compare the size (smaller, larger) and shape of plane figures (circle, triangle, square, and rectangle); and	38
	MG.K.10.c	describe the location of one object relative to another (above, below, next to) and identify representations of plane figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.	70
	PS.K.11.a	collect, organize, and represent data; and	14
	PS.K.11.b	read and interpret data in object graphs, picture graphs, and tables.	32
	PFA.K.12	The student will sort and classify objects according to one attribute.	86

PFA.K.13	The student will identify, describe, extend, create, and transfer repeating patterns.	84
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Kindergarten Total	791
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Grade/Course	Standard Code	Standard Text	Total
Grade 1	NS.1.1.a	count forward orally by ones to 110, starting at any number between 0 and 110;	58
	NS.1.1.b	write the numerals 0 to 110 in sequence and out-of-sequence;	11
	NS.1.1.c	count backward orally by ones when given any number between 1 and 30; and	3
	NS.1.1.d	count forward orally by ones, twos, fives, and tens to determine the total number of objects to 110.	48
	NS.1.2.a	group a collection into tens and ones and write the corresponding numeral;	70
	NS.1.3	The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth.	3
	NS.1.4.a	represent and solve practical problems involving equal sharing with two or four sharers; and	7
	NS.1.4.b	represent and name fractions for halves and fourths, using models.	24
	CE.1.6	The student will create and solve single-step story and picture problems using addition and subtraction within 20.	107
	CE.1.7.b	demonstrate fluency with addition and subtraction within 10.	62
	MG.1.8	The student will determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less.	14
	MG.1.9.a	tell time to the hour and half-hour, using analog and digital clocks; and	43
	MG.1.9.b	read and interpret a calendar.	3
	MG.1.10	The student will use nonstandard units to measure and compare length, weight, and volume.	48
	MG.1.11.a	identify, trace, describe, and sort plane figures (triangles, squares, rectangles, and circles) according to number of sides, vertices, and angles; and	46
	MG.1.11.b	identify and describe representations of circles, squares, rectangles, and triangles in different environments, regardless of orientation, and explain reasoning.	7
	PS.1.12.a	collect, organize, and represent various forms of data using tables, picture graphs, and object graphs; and	10
	PS.1.12.b	read and interpret data displayed in tables, picture graphs, and object graphs, using the vocabulary more, less, fewer, greater than, less than, and equal to.	27

PFA.1.13	The student will sort and classify concrete objects according to one or two attributes.	18
PFA.1.14	The student will identify, describe, extend, create, and transfer growing and repeating patterns.	37
PFA.1.15	The student will demonstrate an understanding of equality through the use of the equal symbol.	1

Grade 1 Total	647
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Grade/Course	Standard Code	Standard Text	Total
Grade 2	NS.2.1.a	read, write, and identify the place and value of each digit in a three-digit numeral, with and without models;	100
	NS.2.1.b	identify the number that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999;	35
	NS.2.1.c	compare and order whole numbers between 0 and 999; and	203
	NS.2.1.d	round two-digit numbers to the nearest ten.	1
	NS.2.2.a	count forward by twos, fives, and tens to 120, starting at various multiples of 2, 5, or 10;	32
	NS.2.2.b	count backward by tens from 120; and	2
	NS.2.2.c	use objects to determine whether a number is even or odd.	10
	NS.2.3.a	count and identify the ordinal positions first through twentieth, using an ordered set of objects; and	73
	NS.2.4.a	name and write fractions represented by a set, region, or length model for halves, fourths, eighths, thirds, and sixths;	38
	NS.2.4.b	represent fractional parts with models and with symbols; and	14
	NS.2.4.c	compare the unit fractions for halves, fourths, eighths, thirds, and sixths, with models.	4
	CE.2.5.a	recognize and use the relationships between addition and subtraction to solve single-step practical problems, with whole numbers to 20; and	51
	CE.2.5.b	demonstrate fluency with addition and subtraction within 20.	79
	CE.2.6.a	estimate sums and differences;	19
	CE.2.6.b	determine sums and differences, using various methods; and	125
	CE.2.6.c	create and solve single-step and two-step practical problems involving addition and subtraction.	232
	MG.2.7.a	count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; and	73
	MG.2.7.b	use the cent symbol, dollar symbol, and decimal point to write a value of money.	22
	MG.2.8.a	length to the nearest inch; and	23
	MG.2.8.b	weight to the nearest pound.	5

MG.2.9	The student will tell time and write time to the nearest five minutes, using analog and digital clocks.	19
MG.2.10.a	determine past and future days of the week; and	12
MG.2.10.b	identify specific days and dates on a given calendar.	14
MG.2.11	The student will read temperature to the nearest 10 degrees.	26
MG.2.12.b	identify and create figures with at least one line of symmetry.	20
MG.2.13	The student will identify, describe, compare, and contrast plane and solid figures (circles/spheres, squares/cubes, and rectangles/rectangular prisms).	32
PS.2.14	The student will use data from probability experiments to predict outcomes when the experiment is repeated.	8
PS.2.15.a	collect, organize, and represent data in pictographs and bar graphs; and	25
PS.2.15.b	read and interpret data represented in pictographs and bar graphs.	71
PFA.2.16	The student will identify, describe, create, extend, and transfer patterns found in objects, pictures, and numbers.	88
PFA.2.17	The student will demonstrate an understanding of equality through the use of the equal symbol and the use of the not equal symbol.	3

Grade 2 Total

1,459

Grade/Course	Standard Code	Standard Text	Total
Grade 3	NS.3.1.a	read, write, and identify the place and value of each digit in a six-digit whole number, with and without models;	49
	NS.3.1.b	round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and	96
	NS.3.1.c	compare and order whole numbers, each 9,999 or less.	122
	NS.3.2.a	name and write fractions and mixed numbers represented by a model;	97
	NS.3.2.b	represent fractions and mixed numbers with models and symbols; and	64
	NS.3.2.c	compare fractions having like and unlike denominators, using words and symbols (>, <, =, or ≠), with models.	22
	CE.3.3.a	estimate and determine the sum or difference of two whole numbers; and	81
	CE.3.3.b	create and solve single-step and multistep practical problems involving sums or differences of two whole numbers, each 9,999 or less.	157
	CE.3.4.a	represent multiplication and division through 10×10 , using a variety of approaches and models;	62

CE.3.4.b	create and solve single-step practical problems that involve multiplication and division through 10×10 ; and	54
CE.3.4.c	demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10; and	17
CE.3.4.d	solve single-step practical problems involving multiplication of whole numbers, where one factor is 99 or less and the second factor is 5 or less.	22
CE.3.5	The student will solve practical problems that involve addition and subtraction with proper fractions having like denominators of 12 or less.	11
MG.3.6.a	determine the value of a collection of bills and coins whose total value is \$5.00 or less;	34
MG.3.6.b	compare the value of two sets of coins or two sets of coins and bills; and	1
MG.3.6.c	make change from \$5.00 or less.	7
MG.3.7.a	length to the nearest $\frac{1}{2}$ inch, inch, foot, yard, centimeter, and meter; and	28
MG.3.7.b	liquid volume in cups, pints, quarts, gallons, and liters.	18
MG.3.8.a	measure the distance around a polygon in order to determine its perimeter using U.S. Customary and metric units; and	46
MG.3.8.b	count the number of square units needed to cover a given surface in order to determine its area.	93
MG.3.9.a	tell time to the nearest minute, using analog and digital clocks;	45
MG.3.9.b	solve practical problems related to elapsed time in one-hour increments within a 12- hour period; and	10
MG.3.9.c	identify equivalent periods of time and solve practical problems related to equivalent periods of time.	65
MG.3.10	The student will read temperature to the nearest degree.	50
MG.3.11	The student will identify and draw representations of points, lines, line segments, rays, and angles.	8
MG.3.12.a	define polygon;	4
MG.3.12.b	identify and name polygons with 10 or fewer sides; and	75
MG.3.13	The student will identify and describe congruent and noncongruent figures.	43
PS.3.14	The student will investigate and describe the concept of probability as a measurement of chance and list possible outcomes for a single event.	4
PS.3.15.a	collect, organize, and represent data in pictographs or bar graphs; and	70
PS.3.15.b	read and interpret data represented in pictographs and bar graphs.	94

PFA.3.16	The student will identify, describe, create, and extend patterns found in objects, pictures, numbers and tables.	187
PFA.3.17	The student will create equations to represent equivalent mathematical relationships.	33

Grade 3 Total	1,769
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Grade/Course	Standard Code	Standard Text	Total
Grade 4	NS.4.1.a	read, write, and identify the place and value of each digit in a nine-digit whole number;	48
	NS.4.1.b	compare and order whole numbers expressed through millions; and	51
	NS.4.1.c	round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand.	68
	NS.4.2.a	compare and order fractions and mixed numbers, with and without models;	97
	NS.4.2.b	represent equivalent fractions; and	112
	NS.4.3.a	read, write, represent, and identify decimals expressed through thousandths;	97
	NS.4.3.b	round decimals to the nearest whole number;	6
	NS.4.3.c	compare and order decimals; and	77
	NS.4.3.d	given a model, write the decimal and fraction equivalents.	25
	CE.4.4.a	demonstrate fluency with multiplication facts through 12 x 12, and the corresponding division facts;	86
	CE.4.4.b	estimate and determine sums, differences, and products of whole numbers;	345
	CE.4.4.c	estimate and determine quotients of whole numbers, with and without remainders; and	142
	CE.4.4.d	create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication, and single-step practical problems involving division with whole numbers.	327
	CE.4.5.a	determine common multiples and factors, including least common multiple and greatest common factor;	93
	CE.4.5.b	add and subtract fractions and mixed numbers having like and unlike denominators; and	83
	CE.4.5.c	solve single-step practical problems involving addition and subtraction with fractions and mixed numbers.	19
	CE.4.6.a	add and subtract with decimals; and	51
	CE.4.6.b	solve single-step and multistep practical problems involving addition and subtraction with decimals.	67
	MG.4.7	The student will solve practical problems that involve determining perimeter and area in U.S. Customary and metric units.	127

MG.4.8.a	estimate and measure length and describe the result in U.S. Customary and metric units;	79
MG.4.8.b	estimate and measure weight/mass and describe the result in U.S. Customary and metric units;	51
MG.4.8.c	given the equivalent measure of one unit, identify equivalent measures of length, weight/mass, and liquid volume between units within the U.S. Customary system; and	23
MG.4.8.d	solve practical problems that involve length, weight/mass, and liquid volume in U.S. Customary units.	81
MG.4.9	The student will solve practical problems related to elapsed time in hours and minutes within a 12-hour period.	93
MG.4.10.a	identify and describe points, lines, line segments, rays, and angles, including endpoints and vertices; and	49
MG.4.10.b	identify and describe intersecting, parallel, and perpendicular lines.	73
MG.4.11	The student will identify, describe, compare, and contrast plane and solid figures according to their characteristics (number of angles, vertices, edges, and the number and shape of faces) using concrete models and pictorial representations.	141
MG.4.12	The student will classify quadrilaterals as parallelograms, rectangles, squares, rhombi, and/or trapezoids.	35
PS.4.13.a	determine the likelihood of an outcome of a simple event;	139
PS.4.13.b	represent probability as a number between 0 and 1, inclusive; and	89
PS.4.14.a	collect, organize, and represent data in bar graphs and line graphs;	56
PS.4.14.b	interpret data represented in bar graphs and line graphs; and	134
PS.4.14.c	compare two different representations of the same data (e.g., a set of data displayed on a chart and a bar graph, a chart and a line graph, or a pictograph and a bar graph).	4
PFA.4.15	The student will identify, describe, create, and extend patterns found in objects, pictures, numbers, and tables.	219
PFA.4.16	The student will recognize and demonstrate the meaning of equality in an equation.	1

Grade 4 Total

3,188

Grade/Course	Standard Code	Standard Text	Total
Grade 5	NS.5.1	The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth.	92
	NS.5.2.a	represent and identify equivalencies among fractions and decimals, with and without models; and	59
	NS.5.2.b	compare and order fractions, mixed numbers, and/or decimals in a given set, from least to greatest and greatest to least.	67

NS.5.3.a	identify and describe the characteristics of prime and composite numbers; and	97
NS.5.3.b	identify and describe the characteristics of even and odd numbers.	21
CE.5.4	The student will create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of whole numbers.	802
CE.5.5.a	estimate and determine the product and quotient of two numbers involving decimals; and	46
CE.5.5.b	create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication of decimals, and create and solve single-step practical problems involving division of decimals.	331
CE.5.6.a	solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers; and	149
CE.5.6.b	solve single-step practical problems involving multiplication of a whole number, limited to 12 or less, and a proper fraction, with models.	1
CE.5.7	The student will simplify whole number numerical expressions using the order of operations.	81
MG.5.8.a	solve practical problems that involve perimeter, area, and volume in standard units of measure; and	83
MG.5.8.b	differentiate among perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation.	59
MG.5.9.a	given the equivalent measure of one unit, identify equivalent measurements within the metric system; and	10
MG.5.9.b	solve practical problems involving length, mass, and liquid volume using metric units.	42
MG.5.10	The student will identify and describe the diameter, radius, chord, and circumference of a circle.	86
MG.5.11	The student will solve practical problems related to elapsed time in hours and minutes within a 24-hour period.	40
MG.5.12	The student will classify and measure right, acute, obtuse, and straight angles.	175
MG.5.13.a	classify triangles as right, acute, or obtuse and equilateral, scalene, or isosceles; and	101
MG.5.13.b	investigate the sum of the interior angles in a triangle and determine an unknown angle measure.	38
MG.5.14.a	recognize and apply transformations, such as translation, reflection, and rotation; and	116
MG.5.14.b	investigate and describe the results of combining and subdividing polygons.	35

PS.5.15	The student will determine the probability of an outcome by constructing a sample space or using the Fundamental (Basic) Counting Principle.	266
PS.5.16.a	represent data in line plots and stem-and-leaf plots;	44
PS.5.16.b	interpret data represented in line plots and stem-and-leaf plots; and	67
PS.5.17.a	describe mean, median, and mode as measures of center;	8
PS.5.17.c	describe the range of a set of data as a measure of spread; and	6
PS.5.17.d	determine the mean, median, mode, and range of a set of data.	312
PFA.5.18	The student will identify, describe, create, express, and extend number patterns found in objects, pictures, numbers and tables.	156
PFA.5.19.a	investigate and describe the concept of variable;	4
PFA.5.19.b	write an equation to represent a given mathematical relationship, using a variable;	75
PFA.5.19.c	use an expression with a variable to represent a given verbal expression involving one operation; and	39
PFA.5.19.d	create a problem situation based on a given equation, using a single variable and one operation.	45

Grade 5 Total	3,553
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Grade/Course	Standard Code	Standard Text	Total
Grade 6	NS.6.1	The student will represent relationships between quantities using ratios, and will use appropriate notations, such as a/b , a to b , and $a:b$.	85
	NS.6.2.a	represent and determine equivalencies among fractions, mixed numbers, decimals, and percents; and	270
	NS.6.2.b	compare and order positive rational numbers.	159
	NS.6.3.a	identify and represent integers;	23
	NS.6.3.b	compare and order integers; and	80
	NS.6.3.c	identify and describe absolute value of integers.	32
	NS.6.4	The student will recognize and represent patterns with whole number exponents and perfect squares.	25
	CE.6.5.a	multiply and divide fractions and mixed numbers;	137
	CE.6.5.b	solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of fractions and mixed numbers; and	202
	CE.6.5.c	solve multistep practical problems involving addition, subtraction, multiplication, and division of decimals.	96
	CE.6.6.a	add, subtract, multiply, and divide integers;	179
	CE.6.6.b	solve practical problems involving operations with integers; and	57

	CE.6.6.c	simplify numerical expressions involving integers.	47
	MG.6.7.a	derive π (pi);	3
	MG.6.7.b	solve problems, including practical problems, involving circumference and area of a circle; and	161
	MG.6.7.c	solve problems, including practical problems, involving area and perimeter of triangles and rectangles.	276
	MG.6.8.a	identify the components of the coordinate plane; and	3
	MG.6.8.b	identify the coordinates of a point and graph ordered pairs in a coordinate plane.	239
	MG.6.9	The student will determine congruence of segments, angles, and polygons.	66
	PS.6.10.a	represent data in a circle graph;	37
	PS.6.10.b	make observations and inferences about data represented in a circle graph; and	55
	PS.6.10.c	compare circle graphs with the same data represented in bar graphs, pictographs, and line plots.	5
	PS.6.11.a	represent the mean of a data set graphically as the balance point; and	1
	PS.6.11.b	determine the effect on measures of center when a single value of a data set is added, removed, or changed.	29
	PFA.6.12.a	represent a proportional relationship between two quantities, including those arising from practical situations;	13
	PFA.6.12.b	determine the unit rate of a proportional relationship and use it to find a missing value in a ratio table;	39
	PFA.6.12.c	determine whether a proportional relationship exists between two quantities; and	1
	PFA.6.12.d	make connections between and among representations of a proportional relationship between two quantities using verbal descriptions, ratio tables, and graphs.	22
	PFA.6.13	The student will solve one-step linear equations in one variable, including practical problems that require the solution of a one-step linear equation in one variable.	123
	PFA.6.14.a	represent a practical situation with a linear inequality in one variable; and	51
	PFA.6.14.b	solve one-step linear inequalities in one variable, involving addition or subtraction, and graph the solution on a number line.	13

Grade 6 Total			2,529
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Grade/Course	Standard Code	Standard Text	Total
Grade 7	NS.7.1.a	investigate and describe the concept of negative exponents for powers of ten;	3

NS.7.1.b	compare and order numbers greater than zero written in scientific notation;	15
NS.7.1.c	compare and order rational numbers;	43
NS.7.1.d	determine square roots of perfect squares; and	43
NS.7.1.e	identify and describe absolute value of rational numbers.	15
CE.7.2	The student will solve practical problems involving operations with rational numbers.	776
CE.7.3	The student will solve single-step and multistep practical problems, using proportional reasoning.	696
MG.7.4.a	describe and determine the volume and surface area of rectangular prisms and cylinders; and	261
MG.7.4.b	solve problems, including practical problems, involving the volume and surface area of rectangular prisms and cylinders.	152
MG.7.5	The student will solve problems, including practical problems, involving the relationship between corresponding sides and corresponding angles of similar quadrilaterals and triangles.	134
MG.7.6.a	compare and contrast quadrilaterals based on their properties; and	58
MG.7.6.b	determine unknown side lengths or angle measures of quadrilaterals.	21
MG.7.7	The student will apply translations and reflections of right triangles or rectangles in the coordinate plane.	12
PS.7.8.a	determine the theoretical and experimental probabilities of an event; and	55
PS.7.8.b	investigate and describe the difference between the experimental probability and theoretical probability of an event.	37
PS.7.9.a	represent data in a histogram;	6
PS.7.9.b	make observations and inferences about data represented in a histogram; and	32
PS.7.9.c	compare histograms with the same data represented in stem-and-leaf plots, line plots, and circle graphs.	1
PFA.7.10.a	determine the slope, m , as rate of change in a proportional relationship between two quantities and write an equation in the form $y = mx$ to represent the relationship;	8
PFA.7.10.b	graph a line representing a proportional relationship between two quantities given the slope and an ordered pair, or given the equation in $y = mx$ form where m represents the slope as rate of change;	2
PFA.7.10.e	make connections between and among representations of a proportional or additive relationship between two quantities using verbal descriptions, tables, equations, and graphs.	140

PFA.7.11	The student will evaluate algebraic expressions for given replacement values of the variables.	54
PFA.7.12	The student will solve two-step linear equations in one variable, including practical problems that require the solution of a two-step linear equation in one variable.	159
PFA.7.13	The student will solve one- and two-step linear inequalities in one variable, including practical problems, involving addition, subtraction, multiplication, and division, and graph the solution on a number line.	154

Grade 7 Total		2,877
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Grade/Course	Standard Code	Standard Text	Total
Grade 8	NS.8.1	The student will compare and order real numbers.	94
	NS.8.2	The student will describe the relationships between the subsets of the real number system.	50
	NS.8.3.a	estimate and determine the two consecutive integers between which a square root lies; and	42
	CE.8.4	The student will solve practical problems involving consumer applications.	383
	MG.8.5	The student will use the relationships among pairs of angles that are vertical angles, adjacent angles, supplementary angles, and complementary angles to determine the measure of unknown angles.	159
	MG.8.6.a	solve problems, including practical problems, involving volume and surface area of cones and square-based pyramids; and	37
	MG.8.6.b	describe how changing one measured attribute of a rectangular prism affects the volume and surface area.	3
	MG.8.7.a	given a polygon, apply transformations, to include translations, reflections, and dilations, in the coordinate plane; and	121
	MG.8.7.b	identify practical applications of transformations.	11
	MG.8.8	The student will construct a three-dimensional model, given the top or bottom, side, and front views.	59
	MG.8.9.a	verify the Pythagorean Theorem; and	9
	MG.8.9.b	apply the Pythagorean Theorem.	179
	MG.8.10	The student will solve area and perimeter problems, including practical problems, involving composite plane figures.	109
	PS.8.11.a	compare and contrast the probability of independent and dependent events; and	19
	PS.8.11.b	determine probabilities for independent and dependent events.	229
	PS.8.12.a	represent numerical data in boxplots;	6
	PS.8.12.b	make observations and inferences about data represented in boxplots; and	10

	PS.8.12.c	compare and analyze two data sets using boxplots.	14
	PS.8.13.a	represent data in scatterplots;	8
	PS.8.13.b	make observations about data represented in scatterplots; and	118
	PS.8.13.c	use a drawing to estimate the line of best fit for data represented in a scatterplot.	10
	PFA.8.14.a	evaluate an algebraic expression for given replacement values of the variables; and	81
	PFA.8.14.b	simplify algebraic expressions in one variable.	38
	PFA.8.15.a	determine whether a given relation is a function; and	3
	PFA.8.15.b	determine the domain and range of a function.	13
	PFA.8.16.b	identify the slope and y-intercept of a linear function, given a table of values, a graph, or an equation in $y = mx + b$ form;	11
	PFA.8.16.c	determine the independent and dependent variable, given a practical situation modeled by a linear function;	24
	PFA.8.16.d	graph a linear function given the equation in $y = mx + b$ form; and	33
	PFA.8.16.e	make connections between and among representations of a linear function using verbal descriptions, tables, equations, and graphs.	301
	PFA.8.17	The student will solve multistep linear equations in one variable with the variable on one or both sides of the equation, including practical problems that require the solution of a multistep linear equation in one variable.	221
	PFA.8.18	The student will solve multistep linear inequalities in one variable with the variable on one or both sides of the inequality symbol, including practical problems, and graph the solution on a number line.	10
Grade 8 Total			2,405
Grade/Course	Standard Code	Standard Text	Total
Algebra I	EO.A.1.a	represent verbal quantitative situations algebraically; and	96
	EO.A.1.b	evaluate algebraic expressions for given replacement values of the variables.	9
	EO.A.2.a	applying the laws of exponents to perform operations on expressions;	174
	EO.A.2.b	adding, subtracting, multiplying, and dividing polynomials; and	327
	EO.A.2.c	factoring completely first- and second-degree binomials and trinomials in one variable.	61
	EO.A.3.a	square roots of whole numbers and monomial algebraic expressions;	41
	EO.A.3.b	cube roots of integers; and	2

EO.A.3.c	numerical expressions containing square or cube roots.	8
EI.A.4.a	multistep linear equations in one variable algebraically;	44
EI.A.4.b	quadratic equations in one variable algebraically;	130
EI.A.4.c	literal equations for a specified variable;	82
EI.A.4.d	systems of two linear equations in two variables algebraically and graphically; and	168
EI.A.4.e	practical problems involving equations and systems of equations.	313
EI.A.5.a	solve multistep linear inequalities in one variable algebraically and represent the solution graphically;	35
EI.A.5.b	represent the solution of linear inequalities in two variables graphically;	27
EI.A.5.c	solve practical problems involving inequalities; and	57
EI.A.5.d	represent the solution to a system of inequalities graphically.	25
EI.A.6.a	determine the slope of a line when given an equation of the line, the graph of the line, or two points on the line;	171
EI.A.6.b	write the equation of a line when given the graph of the line, two points on the line, or the slope and a point on the line; and	227
EI.A.6.c	graph linear equations in two variables.	6
F.A.7.a	determining whether a relation is a function;	80
F.A.7.b	domain and range;	67
F.A.7.c	zeros;	18
F.A.7.d	intercepts;	167
F.A.7.e	values of a function for elements in its domain; and	34
F.A.7.f	connections between and among multiple representations of functions using verbal descriptions, tables, equations, and graphs.	306
S.A.8	The student, given a data set or practical situation, will analyze a relation to determine whether a direct or inverse variation exists, and represent a direct variation algebraically and graphically and an inverse variation algebraically.	23
S.A.9	The student will collect and analyze data, determine the equation of the curve of best fit in order to make predictions, and solve practical problems, using mathematical models of linear and quadratic functions.	86

Algebra I Total			2,784
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Grade/Course	Standard Code	Standard Text	Total
Geometry	RLT.G.1.a	identifying the converse, inverse, and contrapositive of a conditional statement;	51
	RLT.G.1.b	translating a short verbal argument into symbolic form; and	4

RLT.G.1.c	determining the validity of a logical argument.	9
RLT.G.2.a	prove two or more lines are parallel; and	33
RLT.G.2.b	solve problems, including practical problems, involving angles formed when parallel lines are intersected by a transversal.	29
RLT.G.3.a	investigating and using formulas for determining distance, midpoint, and slope;	106
RLT.G.3.b	applying slope to verify and determine whether lines are parallel or perpendicular;	84
RLT.G.3.c	investigating symmetry and determining whether a figure is symmetric with respect to a line or a point; and	33
RLT.G.3.d	determining whether a figure has been translated, reflected, rotated, or dilated, using coordinate methods.	116
RLT.G.4.a	a line segment congruent to a given line segment;	3
RLT.G.4.b	the perpendicular bisector of a line segment;	6
RLT.G.4.d	a perpendicular to a given line at a given point on the line;	1
RLT.G.4.e	the bisector of a given angle,	5
RLT.G.4.f	an angle congruent to a given angle;	2
RLT.G.4.g	a line parallel to a given line through a point not on the line; and	3
RLT.G.4.h	an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	28
T.G.5.a	ordering the sides by length, given angle measures;	3
T.G.5.b	ordering the angles by degree measure, given side lengths;	13
T.G.5.c	determining whether a triangle exists; and	20
T.G.5.d	determining the range in which the length of the third side must lie.	8
T.G.6	The student, given information in the form of a figure or statement, will prove two triangles are congruent.	49
T.G.7	The student, given information in the form of a figure or statement, will prove two triangles are similar.	44
T.G.8.a	the Pythagorean Theorem and its converse;	69
T.G.8.b	properties of special right triangles; and	57
T.G.8.c	trigonometric ratios.	88
PC.G.9	The student will verify and use properties of quadrilaterals to solve problems, including practical problems.	101
PC.G.10.a	sum of the interior and/or exterior angles;	44
PC.G.10.b	measure of an interior and/or exterior angle; and	26
PC.G.10.c	number of sides of a regular polygon.	1

PC.G.11.a	angle measures formed by intersecting chords, secants, and/or tangents;	23
PC.G.11.b	lengths of segments formed by intersecting chords, secants, and/or tangents;	3
PC.G.11.c	arc length; and	17
PC.G.11.d	area of a sector.	11
PC.G.12	The student will solve problems involving equations of circles.	11
TDF.G.13	The student will use surface area and volume of three-dimensional objects to solve practical problems.	140
TDF.G.14.a	comparing ratios between lengths, perimeters, areas, and volumes of similar figures;	33
TDF.G.14.b	determining how changes in one or more dimensions of a figure affect area and/or volume of the figure;	161
TDF.G.14.c	determining how changes in area and/or volume of a figure affect one or more dimensions of the figure; and	10
TDF.G.14.d	solving problems, including practical problems, about similar geometric figures.	101

Geometry Total	1,546
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Grade/Course	Standard Code	Standard Text	Total
Algebra II	EO.AII.1.a	add, subtract, multiply, divide, and simplify rational algebraic expressions;	321
	EO.AII.1.b	add, subtract, multiply, divide, and simplify radical expressions containing rational numbers and variables, and expressions containing rational exponents; and	150
	EO.AII.1.c	factor polynomials completely in one or two variables.	51
	EO.AII.2	The student will perform operations on complex numbers and express the results in simplest form using patterns of the powers of i .	51
	EI.AII.3.a	absolute value linear equations and inequalities;	143
	EI.AII.3.b	quadratic equations over the set of complex numbers;	147
	EI.AII.3.c	equations containing rational algebraic expressions; and	57
	EI.AII.3.d	equations containing radical expressions.	51
	EI.AII.4	The student will solve systems of linear-quadratic and quadratic-quadratic equations, algebraically and graphically.	41
	F.AII.5	The student will investigate and apply the properties of arithmetic and geometric sequences and series to solve practical problems, including writing the first n terms, determining then n th term, and evaluating summation formulas. Notation will include \sum and a^2 .	215
F.AII.6.a	recognize the general shape of function families; and	20	

F.AII.6.b	use knowledge of transformations to convert between equations and the corresponding graphs of functions.	45
F.AII.7.a	domain, range, and continuity;	70
F.AII.7.b	intervals in which a function is increasing or decreasing;	18
F.AII.7.c	extrema;	45
F.AII.7.d	zeros;	9
F.AII.7.e	intercepts;	19
F.AII.7.f	values of a function for elements in its domain;	1
F.AII.7.g	connections between and among multiple representations of functions using verbal descriptions, tables, equations, and graphs;	80
F.AII.7.h	end behavior;	16
F.AII.7.i	vertical and horizontal asymptotes;	3
F.AII.7.j	inverse of a function; and	84
F.AII.7.k	composition of functions algebraically and graphically.	29
F.AII.8	The student will investigate and describe the relationships among solutions of an equation, zeros of a function, x-intercepts of a graph, and factors of a polynomial expression.	100
S.AII.9	The student will collect and analyze data, determine the equation of the curve of best fit in order to make predictions, and solve practical problems, using mathematical models of quadratic and exponential functions.	36
S.AII.10	The student will represent and solve problems, including practical problems, involving inverse variation, joint variation, and a combination of direct and inverse variations.	60
S.AII.11.a	identify and describe properties of a normal distribution;	10
S.AII.12	The student will compute and distinguish between permutations and combinations.	100

Algebra II Total	1,972
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Grade/Course	Standard Code	Standard Text	Total
Probability and Statistics	DS.PS.1	The student will analyze graphical displays of univariate data, including dotplots, stemplots, boxplots, cumulative frequency graphs, and histograms, to identify and describe patterns and departures from patterns, using central tendency, spread, clusters, gaps, and outliers.	27
	DS.PS.2	The student will analyze numerical characteristics of univariate data sets to describe patterns and departures from patterns, using mean, median, mode, variance, standard deviation, interquartile range, range, and outliers.	53

	DS.PS.4	The student will analyze scatterplots to identify and describe the relationship between two variables, using shape; strength of relationship; clusters; positive, negative, or no association; outliers; and influential points.	3
	DS.PS.5	The student will determine and interpret linear correlation, use the method of least squares regression to model the linear relationship between two variables, and use the residual plots to assess linearity.	10
	DS.PS.7	The student, using two-way tables and other graphical displays, will analyze categorical data to describe patterns and departures from patterns and to determine marginal frequency and relative frequencies, including conditional frequencies.	11
	DC.PS.8	The student will describe the methods of data collection in a census, sample survey, experiment, and observational study and identify an appropriate method of solution for a given problem setting.	38
	DC.PS.9	The student will plan and conduct a survey. The plan will address sampling techniques and methods to reduce bias.	1
	DC.PS.10	The student will plan and conduct a well-designed experiment. The plan will address control, randomization, replication, blinding, and measurement of experimental error.	7
	P.PS.11	The student will identify and describe two or more events as complementary, dependent, independent, and/or mutually exclusive.	17
	P.PS.12	The student will determine probabilities (relative frequency and theoretical), including conditional probabilities for events that are either dependent or independent, by applying the Law of Large Numbers concept, the addition rule, and the multiplication rule.	69
	P.PS.13	The student will develop, interpret, and apply the binomial and geometric probability distributions for discrete random variables, including computing the mean and standard deviation for the binomial and geometric variables.	1
	IS.PS.17	The student, given data from a large sample, will determine and interpret appropriate point estimates and confidence intervals for parameters. The parameters will include proportion and mean, difference between two proportions, difference between two means (independent and paired), and slope of a least-squares regression line.	4
Probability and Statistics Total			241
Grade/Course	Standard Code	Standard Text	Total
Trigonometry	TCTF.T.2	The student will develop and apply the properties of the unit circle in degrees and radians.	35
	GTF.T.3.b	determine the amplitude, period, phase shift, vertical shift, and asymptotes;	4

GTF.T.3.c	sketch the graph of the function by using transformations for at least a two-period interval; and	4
EI.T.5	The student will verify basic trigonometric identities and make substitutions, using the basic identities.	6
EI.T.6	The student will solve trigonometric equations and inequalities.	5
EI.T.7	The student will determine the value of any trigonometric function and inverse trigonometric function.	2
ATF.T.8	The student will create and solve practical problems involving triangles.	8
Trigonometry Total		64
Mathematics Total		25,825



Navigate Item Bank™

Virginia

Science Coverage Report

All counts are as of May 15, 2018. Due to the dynamic nature of the bank and ongoing work, totals may shift as additional work is completed.

Grade/Course	Standard Code	Standard Text	Total
Grade Three	3.1.a	observations are made and are repeated to ensure accuracy;	4
	3.1.b	predictions are formulated using a variety of sources of information;	6
	3.1.c	objects with similar characteristics or properties are classified into at least two sets and two subsets;	1
	3.1.e	length, volume, mass, and temperature are estimated and measured in metric and standard English units using proper tools and techniques;	16
	3.1.g	questions are developed to formulate hypotheses;	11
	3.1.h	data are gathered, charted, graphed, and analyzed;	26
	3.1.j	inferences are made and conclusions are drawn;	45
	3.1.l	models are designed and built; and	6
	3.2.a	purpose and function of simple machines;	7
	3.2.b	types of simple machines;	11
	3.2.c	compound machines; and	5
	3.2.d	examples of simple and compound machines found in the school, home, and work environments.	4
	3.3.a	objects are made of one or more materials;	5
	3.3.b	physical properties remain the same as the material is changed in visible size; and	7
	3.3.c	visible physical changes are identified.	4
	3.4.a	behavioral adaptations; and	16
	3.4.b	physical adaptations.	4
	3.5.a	producer, consumer, decomposer;	16
	3.5.b	herbivore, carnivore, omnivore; and	10
3.5.c	predator and prey.	4	
3.6.a	aquatic ecosystems;	5	
3.6.b	terrestrial ecosystems;	12	
3.6.c	populations and communities; and	10	
3.7.a	soil provides the support and nutrients necessary for plant growth;	10	

3.7.b	topsoil is a natural product of subsoil and bedrock;	2
3.7.c	rock, clay, silt, sand, and humus are components of soils; and	12
3.7.d	soil is a natural resource and should be conserved.	10
3.8.a	patterns of natural events such as day and night, seasonal changes, simple phases of the moon, and tides;	15
3.8.b	animal life cycles; and	33
3.8.c	plant life cycles.	7
3.9.a	there are many sources of water on Earth;	6
3.9.b	the energy from the sun drives the water cycle;	23
3.9.c	the water cycle involves several processes;	31
3.9.d	water is essential for living things; and	5
3.9.e	water on Earth is limited and needs to be conserved.	10
3.10.a	the interdependency of plants and animals;	2
3.10.b	the effects of human activity on the quality of air, water, and habitat;	16
3.10.c	the effects of fire, flood, disease, and erosion on organisms; and	3
3.10.d	conservation and resource renewal.	24
3.11.a	energy from the sun;	4
3.11.b	sources of renewable energy; and	6
3.11.c	sources of nonrenewable energy.	10

Grade Three Total	464
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Grade/Course	Standard Code	Standard Text	Total
Grade Four	4.1.a	distinctions are made among observations, conclusions, inferences, and predictions;	24
	4.1.b	objects or events are classified and arranged according to characteristics or properties;	4
	4.1.c	appropriate instruments are selected and used to measure length, mass, volume, and temperature in metric units;	25
	4.1.e	predictions and inferences are made, and conclusions are drawn based on data from a variety of sources;	12
	4.1.g	constants in an experimental situation are identified;	1
	4.1.h	hypotheses are developed as cause and effect relationships;	19
	4.1.i	data are collected, recorded, analyzed, and displayed using bar and basic line graphs;	4
	4.1.j	numerical data that are contradictory or unusual in experimental results are recognized;	5

4.1.k	data are communicated with simple graphs, pictures, written statements, and numbers;	1
4.1.l	models are constructed to clarify explanations, demonstrate relationships, and solve needs; and	7
4.2.a	motion is described by an object's direction and speed;	13
4.2.b	changes in motion are related to force and mass;	63
4.2.c	friction is a force that opposes motion; and	23
4.2.d	moving objects have kinetic energy.	8
4.3.a	conductors and insulators;	18
4.3.b	basic circuits;	39
4.3.c	static electricity;	13
4.3.d	the ability of electrical energy to be transformed into light and motion, and to produce heat;	24
4.3.e	simple electromagnets and magnetism; and	22
4.3.f	historical contributions in understanding electricity.	3
4.4.a	the structures of typical plants and the function of each structure;	58
4.4.b	processes and structures involved with plant reproduction;	10
4.4.c	photosynthesis; and	51
4.4.d	adaptations allow plants to satisfy life needs and respond to the environment.	17
4.5.a	plant and animal adaptations;	160
4.5.b	organization of populations, communities, and ecosystems and how they interrelate;	33
4.5.c	flow of energy through food webs;	93
4.5.d	habitats and niches;	14
4.5.e	changes in an organism's niche at various stages in its life cycle; and	18
4.5.f	influences of human activity on ecosystems.	17
4.6.a	weather phenomena;	19
4.6.b	weather measurements and meteorological tools; and	19
4.6.c	use of weather measurements and weather phenomena to make weather predictions.	22
4.7.a	the planets in the solar system;	6
4.7.b	the order of the planets in the solar system; and	5
4.7.c	the relative sizes of the planets.	10
4.8.a	the motions of Earth, the moon, and the sun;	33

4.8.b	the causes for Earth's seasons;	22
4.8.c	the causes for the phases of the moon;	10
4.8.d	the relative size, position, age, and makeup of Earth, the moon, and the sun; and	18
4.8.e	historical contributions in understanding the Earth-moon-sun system.	1
4.9.c	minerals, rocks, ores, and energy sources; and	6
4.9.d	forests, soil, and land.	2
Grade Four Total		972

Grade/Course	Standard Code	Standard Text	Total
Grade Five	5.1.a	items such as rocks, minerals, and organisms are identified using various classification keys;	6
	5.1.b	estimates are made and accurate measurements of length, mass, volume, and temperature are made in metric units using proper tools;	55
	5.1.c	estimates are made and accurate measurements of elapsed time are made using proper tools;	2
	5.1.d	hypotheses are formed from testable questions;	1
	5.1.e	independent and dependent variables are identified;	26
	5.1.f	constants in an experimental situation are identified;	4
	5.1.g	data are collected, recorded, analyzed, and communicated using proper graphical representations and metric measurements;	69
	5.1.h	predictions are made using patterns from data collected, and simple graphical data are generated;	10
	5.1.i	inferences are made and conclusions are drawn;	12
	5.1.j	models are constructed to clarify explanations, demonstrate relationships, and solve needs; and	5
	5.2.a	compression waves;	1
	5.2.b	vibration, compression, wavelength, frequency, amplitude;	28
	5.2.c	the ability of different media (solids, liquids, and gases) to transmit sound; and	10
	5.2.d	uses and applications of sound waves.	6
	5.3.b	the visible spectrum;	8
	5.3.c	opaque, transparent, and translucent;	8
	5.3.d	reflection of light from reflective surfaces; and	31
	5.3.e	refraction of light through water and prisms.	11
	5.4.a	distinguishing properties of each phase of matter;	19

5.4.b	the effect of temperature on the phases of matter;	41
5.4.c	atoms and elements;	10
5.4.d	molecules and compounds; and	8
5.4.e	mixtures including solutions.	74
5.5.a	basic cell structures and functions;	26
5.5.b	classification of organisms using physical characteristics, body structures, and behavior of the organism; and	52
5.5.c	traits of organisms that allow them to survive in their environment.	14
5.6.b	physical characteristics; and	12
5.6.c	ecological characteristics.	1
5.7.a	identification of rock types;	10
5.7.b	the rock cycle and how transformations between rocks occur;	25
5.7.c	Earth history and fossil evidence;	59
5.7.d	the basic structure of Earth's interior;	9
5.7.e	changes in Earth's crust due to plate tectonics;	32
5.7.f	weathering, erosion, and deposition; and	132
5.7.g	human impact.	17

Grade Five Total

834

Grade/Course	Standard Code	Standard Text	Total
Grade Six	6.1.a	observations are made involving fine discrimination between similar objects and organisms;	7
	6.1.b	precise and approximate measurements are recorded;	3
	6.1.c	scale models are used to estimate distance, volume, and quantity;	3
	6.1.d	hypotheses are stated in ways that identify the independent and dependent variables;	7
	6.1.e	a method is devised to test the validity of predictions and inferences;	2
	6.1.f	one variable is manipulated over time, using many repeated trials;	67
	6.1.g	data are collected, recorded, analyzed, and reported using metric measurements and tools;	30
	6.1.h	data are analyzed and communicated through graphical representation;	66
	6.1.i	models and simulations are designed and used to illustrate and explain phenomena and systems; and	7
	6.2.a	potential and kinetic energy;	29

6.2.b	the role of the sun in the formation of most energy sources on Earth;	6
6.2.c	nonrenewable energy sources;	32
6.2.d	renewable energy sources; and	66
6.2.e	energy transformations.	43
6.3.a	Earth's energy budget;	10
6.3.b	the role of radiation and convection in the distribution of energy;	10
6.3.c	the motion of the atmosphere and the oceans;	8
6.3.d	cloud formation; and	4
6.3.e	the role of thermal energy in weather-related phenomena including thunderstorms and hurricanes.	7
6.4.a	atoms consist of particles, including electrons, protons, and neutrons;	11
6.4.b	atoms of a particular element are alike but are different from atoms of other elements;	20
6.4.c	elements may be represented by chemical symbols;	7
6.4.d	two or more atoms interact to form new substances, which are held together by electrical forces (bonds);	6
6.4.e	compounds may be represented by chemical formulas;	6
6.4.f	chemical equations can be used to model chemical changes; and	2
6.4.g	a limited number of elements comprise the largest portion of the solid Earth, living matter, the oceans, and the atmosphere.	9
6.5.a	water as the universal solvent;	4
6.5.b	the properties of water in all three phases;	28
6.5.c	the action of water in physical and chemical weathering;	38
6.5.d	the ability of large bodies of water to store thermal energy and moderate climate;	14
6.5.e	the importance of water for agriculture, power generation, and public health; and	11
6.6.a	air as a mixture of gaseous elements and compounds;	12
6.6.b	pressure, temperature, and humidity;	4
6.6.c	atmospheric changes with altitude;	12
6.6.d	natural and human-caused changes to the atmosphere and the importance of protecting and maintaining air quality;	4
6.6.e	the relationship of atmospheric measures and weather conditions; and	9
6.6.f	basic information from weather maps, including fronts, systems, and basic measurements.	8

6.7.a	the health of ecosystems and the abiotic factors of a watershed;	8
6.7.c	divides, tributaries, river systems, and river and stream processes;	10
6.7.e	estuaries;	2
6.7.f	major conservation, health, and safety issues associated with watersheds; and	7
6.7.g	water monitoring and analysis using field equipment including hand-held technology.	1
6.8.a	the sun, moon, Earth, other planets and their moons, dwarf planets, meteors, asteroids, and comets;	50
6.8.b	relative size of and distance between planets;	15
6.8.c	the role of gravity;	32
6.8.d	revolution and rotation;	9
6.8.e	the mechanics of day and night and the phases of the moon;	27
6.8.f	the unique properties of Earth as a planet;	7
6.8.g	the relationship of Earth's tilt and the seasons;	41
6.8.h	the cause of tides; and	17
6.8.i	the history and technology of space exploration.	24
6.9.a	management of renewable resources;	18
6.9.b	management of nonrenewable resources;	22
6.9.c	the mitigation of land-use and environmental hazards through preventive measures; and	14
6.9.d	cost/benefit tradeoffs in conservation policies.	5

Grade Six Total	921
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Grade/Course	Standard Code	Standard Text	Total
Life Science	LS.1.a	data are organized into tables showing repeated trials and means;	2
	LS.1.b	a classification system is developed based on multiple attributes;	7
	LS.1.c	triple beam and electronic balances, thermometers, metric rulers, graduated cylinders, and probeware are used to gather data;	3
	LS.1.d	models and simulations are constructed and used to illustrate and explain phenomena;	5
	LS.1.e	sources of experimental error are identified;	2
	LS.1.f	dependent variables, independent variables, and constants are identified;	42
	LS.1.g	variables are controlled to test hypotheses, and trials are repeated;	36

LS.1.h	data are organized, communicated through graphical representation, interpreted, and used to make predictions;	33
LS.1.i	patterns are identified in data and are interpreted and evaluated; and	13
LS.1.j	current applications are used to reinforce life science concepts.	3
LS.2.a	cell structure and organelles;	37
LS.2.b	similarities and differences between plant and animal cells;	17
LS.2.c	development of cell theory; and	8
LS.2.d	cell division.	17
LS.3.a	cells, tissues, organs, and systems; and	80
LS.3.b	patterns of cellular organization and their relationship to life processes in living things.	131
LS.4.a	the distinguishing characteristics of domains of organisms;	9
LS.4.b	the distinguishing characteristics of kingdoms of organisms;	10
LS.4.c	the distinguishing characteristics of major animal phyla and plant divisions; and	10
LS.4.d	the characteristics that define a species.	10
LS.5.a	energy transfer between sunlight and chlorophyll;	10
LS.5.b	transformation of water and carbon dioxide into sugar and oxygen; and	22
LS.5.c	photosynthesis as the foundation of virtually all food webs.	10
LS.6.a	the carbon, water, and nitrogen cycles;	97
LS.6.b	interactions resulting in a flow of energy and matter throughout the system;	30
LS.6.c	complex relationships within terrestrial, freshwater, and marine ecosystems; and	10
LS.6.d	energy flow in food webs and energy pyramids.	30
LS.7.a	competition, cooperation, social hierarchy, territorial imperative; and	16
LS.7.b	influence of behavior on a population.	10
LS.8.a	the relationships among producers, consumers, and decomposers in food webs;	56
LS.8.b	the relationship between predators and prey;	13
LS.8.c	competition and cooperation;	27
LS.8.d	symbiotic relationships; and	30
LS.8.e	niches.	10
LS.9.a	differences between ecosystems and biomes;	3
LS.9.b	characteristics of land, marine, and freshwater ecosystems; and	49

LS.9.c	adaptations that enable organisms to survive within a specific ecosystem.	83
LS.10.a	phototropism, hibernation, and dormancy;	10
LS.10.b	factors that increase or decrease population size; and	50
LS.10.c	eutrophication, climate changes, and catastrophic disturbances.	23
LS.11.a	food production and harvest;	17
LS.11.b	change in habitat size, quality, or structure;	22
LS.11.c	change in species competition;	3
LS.11.d	population disturbances and factors that threaten or enhance species survival; and	38
LS.11.e	environmental issues.	59
LS.12.a	the structure and role of DNA;	6
LS.12.b	the function of genes and chromosomes;	10
LS.12.c	genotypes and phenotypes;	44
LS.12.d	characteristics that can and cannot be inherited;	77
LS.12.e	genetic engineering and its applications; and	3
LS.12.f	historical contributions and significance of discoveries related to genetics.	6
LS.13.a	the relationships of mutation, adaptation, natural selection, and extinction;	28
LS.13.b	evidence of evolution of different species in the fossil record; and	21
LS.13.c	how environmental influences, as well as genetic variation, can lead to diversity of organisms.	13

Life Science Total	1,411
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Grade/Course	Standard Code	Standard Text	Total
Physical Science	PS.1.a	chemicals and equipment are used safely;	39
	PS.1.b	length, mass, volume, density, temperature, weight, and force are accurately measured;	20
	PS.1.d	triple beam and electronic balances, thermometers, metric rulers, graduated cylinders, probeware, and spring scales are used to gather data;	19
	PS.1.e	numbers are expressed in scientific notation where appropriate;	5
	PS.1.f	independent and dependent variables, constants, controls, and repeated trials are identified;	40
	PS.1.g	data tables showing the independent and dependent variables, derived quantities, and the number of trials are constructed and interpreted;	3

PS.1.i	frequency distributions, scatterplots, line plots, and histograms are constructed and interpreted;	6
PS.1.j	valid conclusions are made after analyzing data;	17
PS.1.k	research methods are used to investigate practical problems and questions;	3
PS.1.l	experimental results are presented in appropriate written form;	1
PS.1.m	models and simulations are constructed and used to illustrate and explain phenomena; and	4
PS.1.n	current applications of physical science concepts are used.	1
PS.2.a	the particle theory of matter;	8
PS.2.b	elements, compounds, mixtures, acids, bases, and salts;	39
PS.2.c	solids, liquids, and gases;	40
PS.2.d	physical properties;	52
PS.2.e	chemical properties; and	15
PS.2.f	characteristics of types of matter based on physical and chemical properties.	11
PS.3.a	the contributions of Dalton, Thomson, Rutherford, and Bohr in understanding the atom; and	11
PS.3.b	the modern model of atomic structure.	68
PS.4.a	symbols, atomic numbers, atomic mass, chemical families (groups), and periods;	60
PS.4.b	classification of elements as metals, metalloids, and nonmetals; and	14
PS.4.c	formation of compounds through ionic and covalent bonding.	18
PS.5.a	physical changes;	18
PS.5.b	chemical changes; and	78
PS.5.c	nuclear reactions.	18
PS.6.a	potential and kinetic energy; and	37
PS.6.b	mechanical, chemical, electrical, thermal, radiant, and nuclear energy.	52
PS.7.a	Celsius and Kelvin temperature scales and absolute zero;	8
PS.7.b	phase change, freezing point, melting point, boiling point, vaporization, and condensation;	19
PS.7.c	conduction, convection, and radiation; and	34
PS.7.d	applications of thermal energy transfer.	10
PS.8.a	wavelength, frequency, speed, amplitude, rarefaction, and compression;	28
PS.8.b	resonance;	5

PS.8.c	the nature of compression waves; and	26
PS.8.d	technological applications of sound.	10
PS.9.a	wavelength, frequency, speed, amplitude, crest, and trough;	23
PS.9.b	the wave behavior of light;	22
PS.9.c	images formed by lenses and mirrors;	22
PS.9.d	the electromagnetic spectrum; and	26
PS.9.e	technological applications of light.	7
PS.10.a	speed, velocity, and acceleration;	116
PS.10.b	Newton's laws of motion;	40
PS.10.c	work, force, mechanical advantage, efficiency, and power; and	125
PS.10.d	technological applications of work, force, and motion.	9
PS.11.a	static electricity, current electricity, and circuits;	48
PS.11.b	relationship between a magnetic field and an electric current;	28
PS.11.c	electromagnets, motors, and generators and their uses; and	21
PS.11.d	conductors, semiconductors, and insulators.	15

Physical Science Total	1,339
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Grade/Course	Standard Code	Standard Text	Total
Earth Science	ES.1.a	volume, area, mass, elapsed time, direction, temperature, pressure, distance, density, and changes in elevation/depth are calculated utilizing the most appropriate tools;	6
	ES.1.b	technologies, including computers, probeware, and geospatial technologies, are used to collect, analyze, and report data and to demonstrate concepts and simulate experimental conditions;	11
	ES.1.c	scales, diagrams, charts, graphs, tables, imagery, models, and profiles are constructed and interpreted;	47
	ES.1.d	maps and globes are read and interpreted, including location by latitude and longitude;	1
	ES.1.e	variables are manipulated with repeated trials; and	4
	ES.2.a	science explains and predicts the interactions and dynamics of complex Earth systems;	1
	ES.2.b	evidence is required to evaluate hypotheses and explanations;	3
	ES.2.c	observation and logic are essential for reaching a conclusion; and	9
	ES.2.d	evidence is evaluated for scientific theories.	15
	ES.3.a	position of Earth in the solar system;	5
ES.3.b	sun-Earth-moon relationships; (seasons, tides, and eclipses);	67	

ES.3.c	characteristics of the sun, planets and their moons, comets, meteors, and asteroids; and	67
ES.3.d	the history and contributions of space exploration.	12
ES.4.a	hardness, color and streak, luster, cleavage, fracture, and unique properties; and	18
ES.4.b	uses of minerals.	10
ES.5.a	igneous rocks;	18
ES.5.b	sedimentary rocks; and	38
ES.5.c	metamorphic rocks.	17
ES.6.a	fossil fuels, minerals, rocks, water, and vegetation;	26
ES.6.b	advantages and disadvantages of various energy sources;	27
ES.6.d	environmental costs and benefits.	34
ES.7.a	geologic processes and their resulting features; and	100
ES.7.b	tectonic processes.	158
ES.8.a	processes of soil development;	28
ES.8.b	development of karst topography;	1
ES.8.c	relationships between groundwater zones, including saturated and unsaturated zones, and the water table;	20
ES.8.d	identification of sources of fresh water including rivers, springs, and aquifers, with reference to the hydrologic cycle;	10
ES.8.e	dependence on freshwater resources and the effects of human usage on water quality; and	69
ES.8.f	identification of the major watershed systems in Virginia, including the Chesapeake Bay and its tributaries.	1
ES.9.a	traces and remains of ancient, often extinct, life are preserved by various means in many sedimentary rocks;	18
ES.9.b	superposition, cross-cutting relationships, index fossils, and radioactive decay are methods of dating bodies of rock;	19
ES.9.c	absolute and relative dating have different applications but can be used together to determine the age of rocks and structures; and	17
ES.9.d	rocks and fossils from many different geologic periods and epochs are found in Virginia.	1
ES.10.a	physical and chemical changes related to tides, waves, currents, sea level and ice cap variations, upwelling, and salinity variations;	29
ES.10.b	importance of environmental and geologic implications;	2
ES.10.c	systems interactions;	23
ES.10.d	features of the sea floor as reflections of tectonic processes; and	22

ES.10.e	economic and public policy issues concerning the oceans and the coastal zone including the Chesapeake Bay.	2
ES.11.a	scientific evidence for atmospheric composition changes over geologic time;	10
ES.11.b	current theories related to the effects of early life on the chemical makeup of the atmosphere;	7
ES.11.c	atmospheric regulation mechanisms including the effects of density differences and energy transfer; and	30
ES.11.d	potential changes to the atmosphere and climate due to human, biologic, and geologic activity.	63
ES.12.a	observation and collection of weather data;	15
ES.12.b	prediction of weather patterns;	14
ES.12.c	severe weather occurrences, such as tornadoes, hurricanes, and major storms; and	35
ES.12.d	weather phenomena and the factors that affect climate including radiation, conduction, and convection.	63
ES.13.a	cosmology including the Big Bang theory; and	20
ES.13.b	the origin and evolution of stars, star systems, and galaxies.	96

Earth Science Total

1,309

Grade/Course	Standard Code	Standard Text	Total
Biology	BIO.1.a	observations of living organisms are recorded in the lab and in the field;	4
	BIO.1.b	hypotheses are formulated based on direct observations and information from scientific literature;	10
	BIO.1.c	variables are defined and investigations are designed to test hypotheses;	28
	BIO.1.d	graphing and arithmetic calculations are used as tools in data analysis;	12
	BIO.1.e	conclusions are formed based on recorded quantitative and qualitative data;	25
	BIO.1.f	sources of error inherent in experimental design are identified and discussed;	12
	BIO.1.g	validity of data is determined;	6
	BIO.1.h	chemicals and equipment are used in a safe manner;	16
	BIO.1.i	appropriate technology including computers, graphing calculators, and probeware, is used for gathering and analyzing data, communicating results, modeling concepts, and simulating experimental conditions;	3
	BIO.1.k	differentiation is made between a scientific hypothesis, theory, and law;	3

BIO.1.l	alternative scientific explanations and models are recognized and analyzed; and	13
BIO.1.m	current applications of biological concepts are used.	6
BIO.2.a	water chemistry and its impact on life processes;	7
BIO.2.b	the structure and function of macromolecules;	38
BIO.2.c	the nature of enzymes; and	21
BIO.2.d	the capture, storage, transformation, and flow of energy through the processes of photosynthesis and respiration.	61
BIO.3.a	evidence supporting the cell theory;	10
BIO.3.b	characteristics of prokaryotic and eukaryotic cells;	21
BIO.3.c	similarities between the activities of the organelles in a single cell and a whole organism;	11
BIO.3.d	the cell membrane model; and	38
BIO.3.e	the impact of surface area to volume ratio on cell division, material transport, and other life processes.	2
BIO.4.a	comparison of their metabolic activities;	26
BIO.4.b	maintenance of homeostasis;	58
BIO.4.c	how the structures and functions vary among and within the Eukarya kingdoms of protists, fungi, plants, and animals, including humans;	36
BIO.4.d	human health issues, human anatomy, and body systems;	145
BIO.4.e	how viruses compare with organisms; and	10
BIO.4.f	evidence supporting the germ theory of infectious disease.	10
BIO.5.a	cell growth and division;	22
BIO.5.b	gamete formation;	33
BIO.5.c	cell specialization;	14
BIO.5.d	prediction of inheritance of traits based on the Mendelian laws of heredity;	51
BIO.5.e	historical development of the structural model of DNA;	2
BIO.5.f	genetic variation;	22
BIO.5.g	the structure, function, and replication of nucleic acids;	38
BIO.5.h	events involved in the construction of proteins;	43
BIO.5.i	use, limitations, and misuse of genetic information; and	3
BIO.5.j	exploration of the impact of DNA technologies.	54
BIO.6.a	structural similarities among organisms;	21
BIO.6.b	fossil record interpretation;	7
BIO.6.c	comparison of developmental stages in different organisms;	1

BIO.6.d	examination of biochemical similarities and differences among organisms; and	12
BIO.6.e	systems of classification that are adaptable to new scientific discoveries.	12
BIO.7.a	evidence found in fossil records;	12
BIO.7.b	how genetic variation, reproductive strategies, and environmental pressures impact the survival of populations;	46
BIO.7.c	how natural selection leads to adaptations;	58
BIO.7.d	emergence of new species; and	17
BIO.7.e	scientific evidence and explanations for biological evolution.	19
BIO.8.a	interactions within and among populations including carrying capacities, limiting factors, and growth curves;	53
BIO.8.b	nutrient cycling with energy flow through ecosystems;	38
BIO.8.c	succession patterns in ecosystems;	46
BIO.8.d	the effects of natural events and human activities on ecosystems; and	140
BIO.8.e	analysis of the flora, fauna, and microorganisms of Virginia ecosystems.	1

Biology Total		1,397
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Grade/Course	Standard Code	Standard Text	Total
Chemistry	CH.1.b	safe use of chemicals and equipment;	14
	CH.1.e	accurate recording, organization, and analysis of data through repeated trials;	10
	CH.1.f	mathematical and procedural error analysis;	2
	CH.1.g	mathematical manipulations including SI units, scientific notation, linear equations, graphing, ratio and proportion, significant digits, and dimensional analysis;	5
	CH.1.i	construction and defense of a scientific viewpoint; and	2
	CH.2.a	average atomic mass, mass number, and atomic number;	11
	CH.2.b	isotopes, half lives, and radioactive decay;	39
	CH.2.c	mass and charge characteristics of subatomic particles;	3
	CH.2.d	families or groups;	24
	CH.2.e	periods;	1
	CH.2.f	trends including atomic radii, electronegativity, shielding effect, and ionization energy;	13
	CH.2.g	electron configurations, valence electrons, and oxidation numbers;	50
	CH.2.h	chemical and physical properties; and	19

	CH.2.i	historical and quantum models.	9
	CH.3.a	nomenclature;	15
	CH.3.b	balancing chemical equations;	34
	CH.3.c	writing chemical formulas;	17
	CH.3.d	bonding types;	32
	CH.3.e	reaction types; and	22
	CH.3.f	reaction rates, kinetics, and equilibrium.	75
	CH.4.a	Avogadro's principle and molar volume;	15
	CH.4.b	stoichiometric relationships;	36
	CH.4.c	solution concentrations; and	23
	CH.4.d	acid/base theory; strong electrolytes, weak electrolytes, and nonelectrolytes; dissociation and ionization; pH and pOH; and the titration process.	52
	CH.5.a	pressure, temperature, and volume;	13
	CH.5.b	partial pressure and gas laws;	14
	CH.5.c	vapor pressure;	5
	CH.5.d	phase changes;	48
	CH.5.e	molar heats of fusion and vaporization;	10
	CH.5.f	specific heat capacity; and	34
	CH.5.g	colligative properties.	10
	CH.6.a	unique properties of carbon that allow multi-carbon compounds; and	5
	CH.6.b	uses in pharmaceuticals and genetics, petrochemicals, plastics, and food.	1

Chemistry Total			663
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Grade/Course	Standard Code	Standard Text	Total
Physics	PH.1.a	the components of a system are defined;	1
	PH.1.e	the limitations of measured quantities are recognized through the appropriate use of significant figures or error ranges;	3
	PH.1.f	models and simulations are used to visualize and explain phenomena, to make predictions from hypotheses, and to interpret data; and	1
	PH.1.g	appropriate technology, including computers, graphing calculators, and probeware, is used for gathering and analyzing data and communicating results.	6
	PH.2.a	a description of a physical problem is translated into a mathematical statement in order to find a solution;	1

PH.2.b	relationships between physical quantities are determined using the shape of a curve passing through experimentally obtained data;	2
PH.2.c	the slope of a linear relationship is calculated and includes appropriate units;	5
PH.2.d	interpolated, extrapolated, and analyzed trends are used to make predictions; and	7
PH.2.e	situations with vector quantities are analyzed utilizing trigonometric or graphical methods.	12
PH.3.a	analysis of scientific sources to develop and refine research hypotheses;	1
PH.3.c	evaluation of evidence for scientific theories;	1
PH.3.d	examination of how new discoveries result in modification of existing theories or establishment of new paradigms; and	8
PH.3.e	construction and defense of a scientific viewpoint.	3
PH.4.a	examples from the real world; and	2
PH.4.b	exploration of the roles and contributions of science and technology.	16
PH.5.a	linear motion;	11
PH.5.b	uniform circular motion;	22
PH.5.c	projectile motion;	12
PH.5.d	Newton's laws of motion;	48
PH.5.e	gravitation;	44
PH.5.f	planetary motion; and	22
PH.5.g	work, power, and energy.	18
PH.6.a	kinetic and potential energy;	33
PH.6.b	elastic and inelastic collisions; and	33
PH.6.c	mass/energy equivalence.	9
PH.7.a	transfer and storage of energy among systems including mechanical, thermal, gravitational, electromagnetic, chemical, and nuclear systems; and	32
PH.7.b	efficiency of systems.	13
PH.8.a	wave characteristics;	9
PH.8.b	fundamental wave processes; and	10
PH.8.c	light and sound in terms of wave models.	10
PH.9.a	the properties, behaviors, and relative size of radio waves, microwaves, infrared, visible light, ultraviolet, X-rays, and gamma rays;	27
PH.9.b	wave/particle dual nature of light; and	11

PH.9.c	current applications based on the respective wavelengths.	12
PH.10.a	inverse square laws (Newton's law of universal gravitation and Coulomb's law); and	60
PH.10.b	technological applications.	11
PH.11.a	Ohm's law;	19
PH.11.b	series, parallel, and combined circuits;	19
PH.11.c	electrical power; and	17
PH.11.d	alternating and direct currents.	14
PH.12.a	wave/particle duality;	15
PH.12.b	wave properties of matter;	6
PH.12.c	matter/energy equivalence;	9
PH.12.d	quantum mechanics and uncertainty;	1
PH.12.e	relativity;	10
PH.12.f	nuclear physics;	15
PH.12.g	solid state physics;	6
PH.12.h	nanotechnology;	5
PH.12.i	superconductivity; and	5
PH.12.j	radioactivity.	10
Physics Total		667
Science Total		9,977



Navigate Item Bank™

Virginia

Social Studies Coverage Report

All counts are as of May 15, 2018. Due to the dynamic nature of the bank and ongoing work, totals may shift as additional work is completed.

Grade/Course	Standard Code	Standard Text	Total
United States History to 1865	USI.1.a	analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;	21
	USI.1.c	interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;	4
	USI.1.g	explaining connections across time and place;	2
	USI.2.b	locate and describe major geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;	3
	USI.2.d	recognize key geographic features on maps, diagrams, and/or photographs.	3
	USI.3.a	describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia;	2
	USI.3.b	locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois); and	5
	USI.4.a	describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;	14
	USI.4.b	describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian and European concept of land; and	8
	USI.4.c	identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.	2
	USI.5.a	describing the religious and economic events and conditions that led to the colonization of America;	17
	USI.5.b	describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services;	3
	USI.5.c	describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies;	4

USI.5.d	describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans; and	9
USI.5.e	explaining the political and economic relationships between the colonies and Great Britain.	15
USI.6.a	explaining the issues of dissatisfaction that led to the American Revolution;	33
USI.6.b	describing how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;	13
USI.6.c	describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and the Marquis de Lafayette; and	26
USI.7.a	explaining the weaknesses and outcomes of the government established by the Articles of Confederation;	16
USI.7.b	describing the historical development of the Constitution of the United States; and	10
USI.7.c	describing the major accomplishments of the first five presidents of the United States.	39
USI.8.a	describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;	46
USI.8.b	explaining how geographic and economic factors influenced the westward movement of settlers;	11
USI.8.c	explaining the impact of westward expansion on American Indians;	7
USI.8.d	describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America; and	27
USI.8.e	explaining the main ideas of the abolitionist and women's suffrage movements.	19
USI.9.a	describing the cultural, economic, and constitutional issues that divided the nation;	12
USI.9.b	explaining how the issues of states' rights and slavery increased sectional tensions;	34
USI.9.c	locating on a map the states that seceded from the Union and those that remained in the Union;	1
USI.9.d	describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;	10

USI.9.e	describing critical developments in the war, including the location of major battles; and	2
USI.9.f	describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.	11

United States History to 1865 Total	429
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Grade/Course	Standard Code	Standard Text	Total
United States History: 1865 to the Present	USII.1.c	interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;	1
	USII.1.d	using evidence to draw conclusions and make generalizations;	1
	USII.1.e	comparing and contrasting historical, cultural, and political perspectives in United States history;	1
	USII.2.a	explaining how physical features and climate influenced the movement of people westward;	2
	USII.2.b	explaining relationships among natural resources, transportation, and industrial development after 1865; and	2
	USII.3.a	analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States and how they changed the meaning of citizenship;	17
	USII.3.b	describing the impact of Reconstruction policies on the South and North; and	10
	USII.4.a	examining the reasons for westward expansion, including its impact on American Indians;	17
	USII.4.b	explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion;	18
	USII.4.c	describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;	3
	USII.4.d	explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization; and	29
	USII.4.e	evaluating and explaining the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.	39
	USII.5.a	explaining the reasons for and results of the Spanish-American War;	6
	USII.5.b	describing Theodore Roosevelt’s impact on the foreign policy of the United States; and	7
	USII.5.c	evaluating and explaining the reasons for the United States’ involvement in World War I and its international leadership role at the conclusion of the war.	9

USII.6.a	explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;	8	
USII.6.b	describing the social and economic changes that took place, including prohibition and the Great Migration north and west;	23	
USII.6.c	examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance; and	7	
USII.6.d	analyzing the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.	30	
USII.7.a	explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;	4	
USII.7.b	locating and describing the major events and turning points of the war in Europe and the Pacific; and	8	
USII.7.c	explaining and evaluating the impact of the war on the home front.	12	
USII.8.a	describing the rebuilding of Europe and Japan after World War II, the emergence of the United States and the Soviet Union as superpowers, and the establishment of the United Nations;	7	
USII.8.b	describing the conversion from a wartime to a peacetime economy;	11	
USII.8.c	examining the role of the United States in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;	23	
USII.8.d	describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities; and	12	
USII.8.e	evaluating and explaining the impact of international trade and globalization on American life.	8	
USII.9.a	examining the impact of the Civil Rights Movement, the Americans with Disabilities Act (ADA), and the changing role of women on all Americans;	32	
USII.9.b	describing the development of new technologies in communication, entertainment, and business and their impact on American life;	14	
USII.9.c	analyzing how representative citizens have influenced America scientifically, culturally, academically, and economically; and	3	
USII.9.d	evaluating and explaining American foreign policy, immigration, the global environment, and other emerging issues.	21	
United States History: 1865 to the Present Total		385	
Grade/Course	Standard Code	Standard Text	Total

Civics and Economics	CE.1.a	analyzing and interpreting evidence from primary and secondary sources, including charts, graphs, and political cartoons;	1
	CE.1.b	analyzing how political and economic trends influence public policy, using demographic information and other data sources;	2
	CE.1.f	determining multiple cause-and-effect relationships that impact political and economic events;	2
	CE.2.a	explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;	33
	CE.2.b	examining and evaluating the impact of the Magna Carta, charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom on the Constitution of Virginia and the Constitution of the United States, including the Bill of Rights;	8
	CE.2.c	describing the purposes for the Constitution of the United States as stated in its Preamble; and	4
	CE.2.d	describing the procedures for amending the Constitution of Virginia and the Constitution of the United States.	10
	CE.3.b	describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;	15
	CE.3.c	describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;	6
	CE.3.d	examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society; and	24
	CE.3.e	evaluating how civic and social duties address community needs and serve the public good.	3
	CE.5.a	describing the functions of political parties;	7
	CE.5.c	analyzing campaigns for elective office, with emphasis on the role of the media;	1
	CE.5.d	evaluating and explaining the role of campaign contributions and costs;	1
	CE.5.e	examining the history of and requirements for voter registration, and participating in simulated local, state, and/or national elections; and	4
	CE.5.f	describing the role of the Electoral College in the election of the president and vice president.	4
	CE.6.a	describing the structure and powers of the national government;	12

CE.6.b	explaining the principle of separation of powers and the operation of checks and balances;	19
CE.6.c	explaining and/or simulating the lawmaking process; and	4
CE.6.d	describing the roles and powers of the executive branch.	6
CE.7.a	describing the structure and powers of the state government;	2
CE.7.b	explaining the relationship of state governments to the national government in the federal system;	7
CE.7.d	describing the roles and powers of the executive branch and regulatory boards.	1
CE.8.a	describing the structure and powers of the local government;	2
CE.9.a	describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction;	2
CE.9.b	describing the exercise of judicial review;	4
CE.9.c	comparing and contrasting civil and criminal cases; and	1
CE.9.d	explaining how due process protections seek to ensure justice.	3
CE.10.a	examining the impact of the media on public opinion and public policy;	8
CE.10.b	describing how individuals and interest groups influence public policy; and	3
CE.11.a	explaining that because of scarcity, consumers, producers, and governments must make choices, understanding that everyone's choice has an opportunity cost; and	50
CE.11.b	comparing and contrasting how traditional, free market, command, and mixed economies decide how to allocate their limited resources.	59
CE.12.a	describing the characteristics of the United States economy, including limited government, private property, profit, markets, consumer sovereignty, and competition;	32
CE.12.b	describing how in a market economy supply and demand determine prices;	36
CE.12.c	describing the types of business organizations and the role of entrepreneurship;	21
CE.12.d	explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;	16
CE.12.e	explaining how financial institutions channel funds from savers to borrowers; and	2
CE.12.f	analyzing the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.	15
CE.13.a	examining competition in the marketplace;	14

CE.13.b	explaining how and why government provides certain goods and services;	6
CE.13.c	describing how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services they provide;	1
CE.13.d	explaining the structure and main function of the Federal Reserve System and how it acts as the nation's central bank;	13
CE.13.e	describing how governments regulate to protect consumers, labor, the environment, competition in the marketplace, and property rights; and	26
CE.13.f	explaining the role of government currency and analyzing the purpose of a money economy.	9
CE.14.c	identifying human capital such as abilities, skills, and education and the changing supply of and demand for them in the economy;	6
CE.14.d	examining the impact of technological change and globalization on career opportunities;	3
CE.14.e	describing the importance of education to lifelong personal finances; and	5
CE.14.f	analyzing the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.	76

Civics and Economics Total	589
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Grade/Course	Standard Code	Standard Text	Total
World History and Geography to 1500 A.D. (C.E.)	WHI.1.a	synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history;	3
	WHI.1.b	using geographic information to determine patterns and trends to understand world history;	1
	WHI.1.c	interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history;	2
	WHI.2.a	explaining the impact of geographic environment on hunter-gatherer societies;	1
	WHI.2.b	describing characteristics of hunter-gatherer societies, including their use of tools and fire;	1
	WHI.2.c	analyzing how technological and social developments gave rise to sedentary communities; and	24
	WHI.3.a	locating these civilizations in time and place and describing their major geographic features;	17
	WHI.3.b	describing the development of social, political, and economic patterns, including slavery;	43
	WHI.3.c	explaining the development and interactions of religious traditions;	16

WHI.3.d	describing the origins, beliefs, traditions, customs, and spread of Judaism; and	26
WHI.3.e	explaining the development of language and writing.	13
WHI.4.a	locating Persia in time and place, including Zoroastrianism and the development of an imperial bureaucracy;	8
WHI.4.b	locating India in time and place, including its origins, early development, and the debate over the Aryan migrations;	16
WHI.4.c	describing the origins, beliefs, traditions, customs, and spread of Hinduism;	11
WHI.4.d	describing the origins, beliefs, traditions, customs, and spread of Buddhism;	17
WHI.4.e	locating China in time and place, including the development of an empire and the construction of the Great Wall; and	39
WHI.4.f	describing the impact of Confucianism, Taoism, and Buddhism.	11
WHI.5.a	locating Greek civilizations in time and place and describing their major geographic features;	6
WHI.5.b	describing the social and religious structure of ancient Greece;	3
WHI.5.c	describing the cultural development of Athens and Sparta, with emphasis on the significance of citizenship and the development of democracy;	11
WHI.5.d	evaluating the political and economic development of Greece, with emphasis on the Persian and Peloponnesian wars;	26
WHI.5.e	evaluating the significance of the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great; and	3
WHI.5.f	citing and explaining contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle.	29
WHI.6.a	locating Roman civilizations in time and place and describing their major geographic features;	3
WHI.6.b	describing the social and religious structure of ancient Rome;	3
WHI.6.c	describing the social structure and cultural development of the Roman Republic;	9
WHI.6.d	describing and evaluating the political and military structure of the Roman Republic under the rule of Julius Caesar;	1
WHI.6.e	describing and evaluating the political structure of the Roman Empire under the rule of Augustus Caesar;	2
WHI.6.f	assessing the economic structure of Rome, Rome's imperial conquests, and the Pax Romana; and	12
WHI.6.g	evaluating the fall of the Western Roman Empire and the Germanic invasions.	17

WHI.7.a	describing the origins, beliefs, traditions, customs, and spread of Christianity in time and place;	10
WHI.7.b	explaining the unifying role of the Church in Europe after the collapse of Rome; and	2
WHI.7.c	sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe.	3
WHI.8.b	describing Justinian and his contributions, including the codification of Roman law, and the expansion of the Byzantine Empire and economy;	1
WHI.8.d	explaining the disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church; and	5
WHI.8.e	analyzing and explaining the influence of Byzantine culture on Eastern Europe.	1
WHI.9.a	describing the origin, location, beliefs, traditions, customs, and spread of Islam, with emphasis on the Sunni-Shi'a division and the Battle of Tours;	34
WHI.9.b	assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade; and	12
WHI.9.c	explaining the cultural and scientific contributions and achievements of Islamic civilization.	6
WHI.10.a	locating and describing the societies of Western Europe during the Middle Ages in time and place;	1
WHI.10.d	describing the social, religious, and cultural patterns of the Vikings; and	1
WHI.10.e	evaluating and explaining the development of feudalism and the manor system.	17
WHI.11.a	locating and explaining major global and regional trade routes;	3
WHI.11.b	explaining technological advances and transfers, networks of economic interdependence, and cultural interactions;	34
WHI.11.c	explaining the impact of Shinto and Buddhist traditions and the influence of Chinese culture on the region; and	6
WHI.11.d	evaluating the impact of the Mongol Empire throughout Asia.	7
WHI.12.a	locating early civilizations and kingdoms in time and place and describing major geographic features;	4
WHI.12.b	explaining the development of social, political, economic, religious, and cultural patterns in each region; and	14
WHI.12.c	evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence.	5
WHI.13.a	locating early civilizations in time and place and describing major geographic features;	4

WHI.13.b	explaining the development of social, political, economic, religious, and cultural patterns in the civilizations of the Americas; and	18
WHI.13.c	evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence.	12
WHI.14.a	describing the emergence of centralized monarchies (England, France, Spain, and Russia) and distinctive political developments in each;	12
WHI.14.b	explaining conflicts across Europe and Asia, including the Crusades and the fall of Constantinople;	23
WHI.14.c	explaining patterns of crisis and recovery related to the Black Death (bubonic plague); and	3
WHI.14.d	evaluating and explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.	6
WHI.15.a	determining the economic and cultural foundations of the Italian Renaissance;	7
WHI.15.b	sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in <i>The Prince</i> ;	3
WHI.15.c	citing the contributions of artists and philosophers of the Renaissance, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch; and	7
WHI.15.d	comparing and contrasting the Italian and the Northern Renaissance, and citing the contributions of writers.	4

World History and Geography to 1500 A.D. (C.E.) Total

639

Grade/Course	Standard Code	Standard Text	Total
World History and Geography: 1500 A.D. (C.E.) to the Present	WHII.1.b	using geographic information to determine patterns and trends in world history;	3
	WHII.1.c	interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history;	2
	WHII.2.b	describing artistic, literary, and intellectual ideas of the Renaissance;	5
	WHII.3.a	explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I;	18
	WHII.3.b	describing the impact of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions; and	3
	WHII.3.c	describing how the Reformation led to changing cultural values, traditions, and philosophies, and assessing the role of the printing press.	9

WHII.4.a	explaining the political and economic goals of European exploration and colonization;	18
WHII.4.b	describing the geographic expansion into Africa, Asia, and the Americas;	12
WHII.4.c	comparing and contrasting the social and cultural influences of European settlement on Africa, Asia, and the Americas;	12
WHII.4.d	analyzing how competition for colonies changed the economic system of Europe; and	16
WHII.4.e	defining and describing how the Scientific Revolution led to social and technological changes that influenced the European view of the world.	45
WHII.5.c	describing the development of social and cultural patterns in France, with emphasis on the Age of Absolutism, Louis XIV, and the Enlightenment period;	6
WHII.5.d	describing the development of social and cultural patterns in Great Britain, with emphasis on the English Civil War and the Glorious Revolution and their impacts on democracy;	5
WHII.5.e	explaining the causes and effects of the American and French Revolutions;	30
WHII.6.b	describing the location and development of social and cultural patterns in the Ottoman Empire;	6
WHII.6.e	describing the location and development of social and cultural patterns in Japan, with emphasis on the Japanese shogunate; and	18
WHII.8.a	explaining the roles of resources, capital, and entrepreneurship in developing an industrial economy;	21
WHII.8.b	analyzing the effects of the Industrial Revolution on society and culture, with emphasis on the evolution of the nature of work and the labor force, including its effects on families and the status of women and children;	26
WHII.8.c	describing how industrialization affected economic and political systems in Europe, with emphasis on the slave trade and the labor union movement;	11
WHII.8.d	assessing the impact of Napoleon and the Congress of Vienna on political power in Europe;	7
WHII.9.a	locating the United States of America, describing its expansion between 1776 and 1900, and assessing its changing role in the world;	1
WHII.9.b	locating Latin America, explaining the causes and effects of the revolutions, with emphasis on the contributions of Toussaint L'Ouverture and Simón Bolívar, and identifying the impact of the American and French Revolutions on Latin America;	7
WHII.9.c	describing the political and social challenges faced by Latin American nations, with emphasis on the Monroe Doctrine;	1

WHII.9.d	assessing the impact of European colonization and imperialism on Asia, Africa, the Pacific Islands, and Australia; and	30
WHII.9.e	analyzing the relationship between industrialization, imperialism, and nationalism.	19
WHII.10.a	explaining economic and political causes and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;	33
WHII.10.b	describing the location of major battles and the role of new technologies;	10
WHII.10.c	analyzing and explaining the terms of the Treaty of Versailles and the actions of the League of Nations, with emphasis on the mandate system;	30
WHII.10.d	citing causes and consequences of the Russian Revolution;	40
WHII.10.e	explaining the causes and assessing the impact of worldwide depression in the 1930s; and	3
WHII.10.f	examining the rise of totalitarianism.	38
WHII.11.a	explaining the major causes of the war;	13
WHII.11.b	describing the leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito;	18
WHII.11.c	describing the major events, including major battles and the role of new technologies;	30
WHII.11.d	examining the Holocaust and other examples of genocide in the twentieth century; and	26
WHII.11.e	examining the effects of the war, with emphasis on the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).	29
WHII.12.a	explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;	27
WHII.12.b	describing the major leaders and events of the Cold War, including the location of major conflicts;	14
WHII.12.c	describing conflicts and revolutionary movements in Asia and their major leaders, including Mao Tse-tung (Zedong), Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh; and	12
WHII.12.d	examining the political and economic shifts that led to the end of the Cold War, with emphasis on Margaret Thatcher, Mikhail Gorbachev, and Ronald Reagan.	19
WHII.13.a	describing the struggles for self-rule, including Gandhi's leadership in India and the development of India's democracy;	13

WHII.13.b	describing Africa’s independence movements, including Jomo Kenyatta’s leadership of Kenya and Nelson Mandela’s role in South Africa; and	6
WHII.13.c	describing the end of the mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdel Nasser.	12
WHII.14.a	identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies;	41
WHII.14.b	assessing the link between economic and political freedom;	4
WHII.14.c	describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements; and	43
WHII.14.d	analyzing the increasing impact of terrorism.	6
WHII.15.a	describing their beliefs, sacred writings, traditions, and customs; and	5

World History and Geography: 1500 A.D. (C.E.) to the Present Total	803
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Grade/Course	Standard Code	Standard Text	Total
World Geography	WG.1.a	synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments;	1
	WG.1.b	using geographic information to determine patterns and trends to understand world regions;	23
	WG.1.c	creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions;	37
	WG.1.e	using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives;	1
	WG.1.g	analyzing multiple connections across time and place;	2
	WG.2.a	explaining regional climatic patterns and weather phenomena and their effects on people and places;	23
	WG.2.b	describing how humans influence the environment and are influenced by it; and	33
	WG.2.c	explaining how technology affects one’s ability to modify and adapt to the environment.	28
	WG.3.a	explaining how characteristics of regions have led to regional labels;	6
WG.3.b	describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants;	8	
WG.3.c	analyzing how cultural characteristics, including the world’s major languages, ethnicities, and religions, link or divide regions;	23	

WG.3.e	developing and refining mental maps of world regions.	1
WG.4.a	comparing the distribution of major natural resources throughout world regions;	12
WG.4.b	showing the influence of resources on patterns of economic activity and land use; and	21
WG.4.c	evaluating perspectives regarding the use of resources.	10
WG.5.a	identifying and analyzing the location of major geographic regions and major cities on maps and globes;	3
WG.5.b	describing major physical and environmental features;	11
WG.5.c	explaining important economic characteristics; and	3
WG.5.d	recognizing cultural influences and landscapes.	8
WG.6.a	identifying and analyzing the location of major geographic regions and major cities on maps and globes;	2
WG.6.b	describing major physical and environmental features;	4
WG.6.c	explaining important economic characteristics; and	1
WG.6.d	recognizing cultural influences and landscapes.	3
WG.7.a	identifying and analyzing the location of major geographic regions and major cities on maps and globes;	3
WG.7.b	describing major physical and environmental features;	2
WG.8.a	identifying and analyzing the location of major geographic regions and major cities on maps and globes;	1
WG.9.b	describing major physical and environmental features;	1
WG.9.c	explaining important economic characteristics; and	1
WG.10.a	identifying and analyzing the location of major geographic regions and major cities on maps and globes;	1
WG.10.b	describing major physical and environmental features;	5
WG.10.c	explaining important economic characteristics; and	1
WG.10.d	recognizing cultural influences and landscapes.	3
WG.11.a	identifying and analyzing the location of major geographic regions and major cities on maps and globes;	1
WG.11.b	describing major physical and environmental features;	4
WG.11.c	explaining important economic characteristics; and	1
WG.11.d	recognizing cultural influences and landscapes.	3
WG.12.b	describing major physical and environmental features;	11
WG.12.c	explaining important economic characteristics; and	2
WG.12.d	recognizing cultural influences and landscapes.	6
WG.13.a	identifying and analyzing the location of major geographic regions and major cities on maps and globes;	1

WG.13.d	recognizing cultural influences and landscapes.	2
WG.14.a	examining demographic data to determine the relative level of development;	13
WG.14.b	distinguishing between developed and developing countries; and	15
WG.14.c	comparing and contrasting the level of economic development to the standard of living and quality of life.	9
WG.15.a	determining how human migration and cultural diffusion are influenced by social, economic, political, and environmental factors; and	42
WG.15.b	determining how human migration and cultural diffusion influence the current human characteristics of places and regions.	30
WG.16.a	applying the concepts of site and situation to major cities in each region;	3
WG.16.b	explaining how the functions of towns and cities have changed over time; and	2
WG.16.c	describing the unique influence of urban areas and challenges they face.	8
WG.17.a	identifying factors, including comparative advantage, that influence the distribution of economic activities and trade;	28
WG.17.b	describing ways that economic and social interactions change over time; and	17
WG.17.c	mapping, describing, and evaluating economic unions.	6
WG.18.a	explaining and evaluating reasons for the creation of different political divisions; and	9
WG.18.b	describing ways cooperation among political jurisdictions is used to solve problems and settle disputes.	3

World Geography Total	498
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Grade/Course	Standard Code	Standard Text	Total
Virginia and United States History	VUS.1.a	synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;	1
	VUS.1.c	interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;	2
	VUS.2.b	analyzing the cultural interactions among American Indians, Europeans, and Africans.	5
	VUS.3.a	evaluating the economic characteristics of the colonies;	4
	VUS.3.b	analyzing how social and political factors impacted the culture of the colonies; and	19

VUS.3.c	explaining the impact of the development of indentured servitude and slavery in the colonies.	1
VUS.4.a	describing the results of the French and Indian War;	4
VUS.4.b	evaluating how political ideas of the Enlightenment helped shape American politics;	6
VUS.4.c	explaining how conflicting loyalties created political differences among the colonists concerning separation from Great Britain;	3
VUS.4.d	analyzing the competing factors that led to colonial victory in the Revolutionary War; and	1
VUS.4.e	evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political philosophy.	10
VUS.5.a	examining founding documents to explore the development of American constitutional government, with emphasis on the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;	5
VUS.5.b	describing the major compromises necessary to produce the Constitution of the United States, with emphasis on the roles of James Madison and George Washington;	13
VUS.5.c	assessing the arguments of Federalists and Anti-Federalists during the ratification debates in defense of the principles and issues that led to the development of political parties; and	30
VUS.5.d	evaluating the impact of John Marshall’s precedent-setting decisions that established the Supreme Court as an independent and equal branch of the national government.	11
VUS.6.a	explaining territorial expansion and its impact on the American Indians;	28
VUS.6.b	describing the political results of territorial expansion;	2
VUS.6.c	assessing the political and economic changes that occurred during this period, with emphasis on James Madison and the War of 1812;	25
VUS.6.d	analyzing the social and cultural changes during the period, with emphasis on “the age of the common man” (Jacksonian Era);	18
VUS.6.e	evaluating the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union;	56
VUS.6.f	explaining how Manifest Destiny and President James K. Polk’s policies impacted the nation; and	7
VUS.6.g	evaluating and explaining the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery.	3

VUS.7.a	describing major events and the roles of key leaders of the Civil War era, with emphasis on Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;	7
VUS.7.b	evaluating and explaining the significance and development of Abraham Lincoln’s leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address;	5
VUS.7.c	evaluating and explaining the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front;	11
VUS.7.d	evaluating postwar Reconstruction plans presented by key leaders of the Civil War; and	1
VUS.7.e	evaluating and explaining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.	15
VUS.8.a	explaining the westward movement of the population in the United States, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the impact on American Indians;	29
VUS.8.b	analyzing the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of leisure activities;	20
VUS.8.c	examining the contributions of new immigrants and evaluating the challenges they faced, including anti-immigration legislation;	11
VUS.8.d	analyzing the impact of prejudice and discrimination, including “Jim Crow” laws, the responses of Booker T. Washington and W.E.B. DuBois, and the practice of eugenics in Virginia;	13
VUS.8.e	evaluating and explaining the social and cultural impact of industrialization, including rapid urbanization; and	9
VUS.8.f	evaluating and explaining the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation.	33
VUS.9.a	explaining changes in foreign policy of the United States toward Latin America and Asia and the growing influence of the United States, with emphasis on the impact of the Spanish-American War;	21
VUS.9.b	evaluating the United States’ involvement in World War I, including Wilson’s Fourteen Points; and	25
VUS.10.a	analyzing how popular culture evolved and challenged traditional values;	7
VUS.10.b	assessing and explaining the economic causes and consequences of the stock market crash of 1929;	3

VUS.10.c	explaining the causes of the Great Depression and its impact on the American people; and	10
VUS.10.d	evaluating and explaining how Franklin D. Roosevelt’s New Deal measures addressed the Great Depression and expanded the government’s role in the economy.	18
VUS.11.a	analyzing the causes and events that led to American involvement in the war, including the Japanese attack on Pearl Harbor and the American response;	11
VUS.11.b	describing and locating the major battles and key leaders of the European theater;	2
VUS.11.c	describing and locating the major battles and key leaders of the Pacific theater;	4
VUS.11.d	evaluating and explaining how the United States mobilized its economic and military resources, including the role of all-minority military units (the Tuskegee Airmen and Nisei regiments) and the contributions of media, minorities, and women to the war effort;	20
VUS.11.f	evaluating and explaining the treatment of prisoners of war and civilians by the Allied and Axis powers.	2
VUS.12.a	locating and explaining the political boundary changes, and the formation of the United Nations and the Marshall Plan;	20
VUS.12.b	explaining the origins and early development of the Cold War and how it changed American foreign policy, with emphasis on the Truman Doctrine and the policy of containment of communism;	11
VUS.12.d	analyzing the changing role of the United States in Asia, including Korea, Vietnam, and China;	25
VUS.12.e	evaluating and explaining how policy changes impacted the United States’ relationships in Latin America;	3
VUS.12.f	analyzing the domestic impact of the Cold War; and	13
VUS.12.g	evaluating and explaining the factors that caused the collapse of communism in Europe and how it changed American foreign policy, including the role of Ronald Reagan.	6
VUS.13.b	evaluating and explaining the impact of the Brown v. Board of Education decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision;	11
VUS.13.c	explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans;	22
VUS.13.d	analyzing changes in immigration policy and the impact of increased immigration;	5
VUS.13.e	evaluating and explaining the foreign and domestic policies pursued by the American government after the Cold War;	4

VUS.13.f	explaining how scientific and technological advances altered American lives; and	2
VUS.13.g	evaluating and explaining the changes that occurred in American culture.	2
VUS.14.a	assessing the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;	19
VUS.14.b	evaluating and explaining the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001);	4
VUS.14.c	evaluating the evolving and changing role of government, including its role in the American economy; and	7
VUS.14.d	explaining scientific and technological changes and evaluating their impact on American culture.	10

Virginia and United States History Total	695
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Grade/Course	Standard Code	Standard Text	Total
Virginia and United States Government	GOVT.1.b	analyzing how political and economic trends influence public policy, using demographic information and other data sources;	8
	GOVT.2.a	describing the development of Athenian democracy and the Roman republic to differentiate between a democracy and a republic;	10
	GOVT.2.b	explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights;	16
	GOVT.2.c	evaluating the writings of Hobbes, Locke, and Montesquieu;	30
	GOVT.2.e	analyzing the natural rights philosophies expressed in the Declaration of Independence; and	9
	GOVT.2.f	evaluating and explaining George Mason’s Virginia Declaration of Rights, Thomas Jefferson’s Virginia Statute for Religious Freedom, and James Madison’s leadership role in securing adoption of the Bill of Rights by the First Congress.	7
	GOVT.3.b	recognizing the equality of all citizens under the law;	6
	GOVT.3.c	recognizing what defines a citizen and how noncitizens can become citizens;	3
	GOVT.3.d	recognizing majority rule and minority rights;	2
	GOVT.4.a	examining the ratification debates and The Federalist;	11
	GOVT.4.b	evaluating the purposes for government stated in the Preamble;	4
	GOVT.4.c	examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;	31

GOVT.4.d	defining the structure of the national government outlined in Article I, Article II, and Article III; and	7
GOVT.4.e	analyzing and explaining the amendment process.	5
GOVT.5.a	evaluating the relationship between the state government and the national government;	10
GOVT.5.b	examining the extent to which power is shared;	5
GOVT.5.c	identifying the powers denied state and national governments; and	8
GOVT.5.d	analyzing the ongoing debate that focuses on the balance of power between state and national governments.	1
GOVT.6.a	describing the nomination and election process, including the organization and evolving role of political parties;	19
GOVT.6.b	examining campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of issue groups;	2
GOVT.6.c	analyzing the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications on elections;	8
GOVT.6.d	investigating and explaining the impact of reapportionment and redistricting on elections and governance;	18
GOVT.6.e	describing how amendments have extended the right to vote; and	5
GOVT.6.f	analyzing voter turnout in local, state, and national elections.	4
GOVT.7.a	examining the legislative, executive, and judicial branches;	28
GOVT.7.b	analyzing the relationships among the three branches in a system of checks and balances and separation of powers; and	15
GOVT.7.c	investigating and explaining the ways individuals and groups exert influence on the national government.	4
GOVT.8.a	examining the legislative, executive, and judicial branches;	1
GOVT.8.b	examining the structure and powers of local governments (county, city, and town);	8
GOVT.8.c	analyzing the relationship between state and local governments and the roles of regional authorities, governing boards, and commissions;	4
GOVT.8.d	investigating and explaining the ways individuals and groups exert influence on state and local governments; and	4
GOVT.9.b	examining different perspectives on the role of government;	4
GOVT.9.c	describing how the national government influences the public agenda and shapes public policy by examining examples such as the Equal Rights Amendment, the Americans with Disabilities Act (ADA), and Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965;	1

GOVT.9.d	describing how the state and local governments influence the public agenda and shape public policy;	1
GOVT.9.e	investigating and evaluating the process by which policy is implemented by the bureaucracy at each level;	18
GOVT.9.f	analyzing how the incentives of individuals, interest groups, and the media influence public policy; and	13
GOVT.10.a	describing the organization, jurisdiction, and proceedings of federal courts;	8
GOVT.10.b	evaluating how the Marshall Court established the Supreme Court as an independent branch of government through its opinion in Marbury v. Madison;	8
GOVT.10.c	describing how the Supreme Court decides cases;	6
GOVT.10.d	comparing the philosophies of judicial activism and judicial restraint; and	9
GOVT.10.e	investigating and evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.	14
GOVT.11.a	examining the Bill of Rights, with emphasis on First Amendment freedoms;	40
GOVT.11.b	analyzing due process of law expressed in the Fifth and Fourteenth Amendments;	10
GOVT.11.d	investigating and evaluating the balance between individual liberties and the public interest; and	12
GOVT.11.e	examining how civil liberties and civil rights are protected under the law.	6
GOVT.12.a	describing the responsibilities of the national government for foreign policy and national security;	3
GOVT.12.b	assessing the role of national interest in shaping foreign policy and promoting world peace; and	14
GOVT.12.c	examining the relationship of Virginia and the United States to the global economy, including trends in international trade.	43
GOVT.13.a	describing the distribution of governmental power;	1
GOVT.13.b	explaining the relationship between the legislative and executive branches;	1
GOVT.13.c	comparing and contrasting the extent of participation in the political process; and	11
GOVT.13.d	comparing and contrasting economic systems.	10
GOVT.14.a	identifying the basic economic questions encountered by all economic systems;	6
GOVT.14.b	comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx; and	20

GOVT.14.c	evaluating the impact of the government’s role in the economy on individual economic freedoms.	5
GOVT.15.a	describing the provision of government goods and services that are not readily produced by the market;	1
GOVT.15.b	describing government’s establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace;	31
GOVT.15.c	investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government;	18
GOVT.15.d	analyzing how Congress can use fiscal policy to stabilize the economy;	8
GOVT.15.e	describing the effects of the Federal Reserve’s monetary policy on price stability, employment, and the economy; and	20
GOVT.15.f	evaluating the trade-offs in government decisions.	11
GOVT.16.b	obeying the law and paying taxes;	2
GOVT.16.c	serving as a juror;	1
GOVT.16.d	participating in the political process and voting in local, state, and national elections;	6
GOVT.16.e	performing public service;	2
GOVT.16.g	respecting differing opinions and the rights of others;	2
Virginia and United States Government Total		659
Social Studies Total		4,697