# Virginia Department of Education Reading Literary Text Progression by Grade

## Key for Progression Charts

| **Standard Introduction Level** | **Symbol** |
| --- | --- |
| The skill has not been introduced. | - |
| The skill appears in the grade-level standards. | **A** |
| The skill grows in complexity of text and/or application in the grade level standards. Students should be knowledgeable about the skill from previous instruction. | **G** |
| The skill is subsumed by another grade level standard. | **\*** |
| Explicit instruction in this skill is no longer applicable at this grade level. |  |

Teachers should reference Virginia’s Approach to Text Complexity located in the appendix of the 2024 *English Standards of Learning* for guidance in selecting relevant texts. The 2024 *English Standards of Learning* reflect grade level expectations for instruction.

## Key Ideas and Details Progression Chart

| Key Ideas and Details Standards | **Kindergarten** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| With prompting and support, demonstrate knowledge of story structure by orally identifying characters, setting, important events, and details. | **A** | **G** | **\*** | **\*** |  |  |  |  |  |  |  |  |  |
| With prompting and support, generate predictions about story characters and events using the text. | **A** | **G** | **\*** | **\*** |  |  |  |  |  |  |  |  |  |
| Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution). | **A** | **G** | **\*** | **\*** |  |  |  |  |  |  |  |  |  |
| Generate predictions about story characters and events using the text. | *-* | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Describe character’s attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges. | - | - | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Describe a character’s attributes, including their traits, motivations, or feelings and how they develop throughout the text. | - | - | - | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Analyze characters in-depth, drawing on specific details from the text, including their words, actions, or a character’s thoughts. | - | - | - | - | **A** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Explain how events from the plot cause the character(s) to change or evolve and how the development of character(s) or settings impact the plot. | - | - | - | - | - | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Explain how static and dynamic characters impact the plot. | - | - | - | - | - | - | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Explain the role of the protagonist and antagonist on plot events. | - | - | - | - | - | - | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Explain how static and dynamic characters and the roles of protagonist and antagonist influence plot events. | - | - | - | - | - | - | - | **A** | **G** | **G** | **\*** | **\*** | **\*** |
| Justify the decisions and actions of dynamic versus static characters using dialogue or specific events from the text. | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** | **G** |
| Differentiate between character types in literary texts (e.g., dynamic/round character, static/flat character, and stereotype) and their impact on the theme. | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** |
| Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme. | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Analyze how characters are revealed through particular lines of dialogue or events. | - | - | - | - | - | - | - | - | - | - |  | **A** | **G** |
| Analyze how complex characters-those with multiple or conflicting motivations-develop over the course of texts, interact with other characters, and advance the plot. | - | - | - | - | - | - | - | - | - | - | - | - | **A** |
| With prompting and support, orally re-tell a familiar story in sequential order (beginning, middle, end). | **A** | **G** | **G** | **\*** |  |  |  |  |  |  |  |  |  |
| With prompting and support, generate predictions about story characters and events using the text. | **A** | **G** | **\*** |  |  |  |  |  |  |  |  |  |  |
| Generate predictions about story characters and events using the text. | - | **A** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution). | - | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Identify a story’s central conflict using events from the plot as evidence. | - | - | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Identify the central conflict and resolution using events from the plot to summarize the text. | - | - | - | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Describe the central conflict and explain the resolution using an understanding of text structure and events from the plot as evidence. | - | - | - | - | **A** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Describe plots in stories as a sequence of events that develops the central conflict and resolution, including initiating events, climax, and resolution. | - | - | - | - | - | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution. | - | - | - | - | - | - | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** |
| Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot. | - | - | - | - | - | - | **A** | **G** | **G** | **G** | **G** | **G** | **G** |
| Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development. | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** | **G** | **G** |
| Explain how different plot patterns (e.g., comedy, drama, tragedy) and subplots create meaning and examine their influence on characters, theme, pacing, and point of view | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** | **G** |
| Examine and analyze the characteristics that distinguish literary forms (e.g., fiction, nonfiction, poetry, prose, novel, drama, essay, speech) and analyze how the differing structure of each literary form contributes to its meaning and style. | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** |
| Identify and describe how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures. | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** |
| Analyze how authors structure texts to advance the plot, explaining how each event gives rise to the next or foreshadows a future event. | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Identify and explain how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures. | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the setting and plot. | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Analyze and evaluate how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures. | - | - | - | - | - | - | - | - | - | - | - | **A** | **A** |
| Examine how authors structure a text and order events within it through parallel episodes, subplots, and conflicts, and explain how they create such effects as mystery, tension, or surprise. | - | - | - | - | - | - | - | - | - | - | - | - | **A** |
| With prompting and support, activate prior (experience) and background (content) knowledge and make connections to what is read. | **A** | **G** | **G** | **\*** |  |  |  |  |  |  |  |  |  |
| Retell familiar stories sequentially and demonstrate an understanding of the story structure, the central message or lesson, and the details. | - | **A** | **G** | **G** | **\*** |  |  |  |  |  |  |  |  |
| Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral. | - | - | **A** | **G** | **\*** |  |  |  |  |  |  |  |  |
| Identify thematic topics of stories (e.g. friendship, survival, determination) and the lessons learned. | - | - | - | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Summarize the theme of stories, dramas, or poetry, including the thematic topic (e.g., courage, loyalty, family) and how characters respond to challenges. | - | - | - | - | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Summarize the story or play, including the overarching theme and lessons learned, and explain how they are developed or conveyed through specific details. | - | - | - | - | - | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Summarize texts, including determining the central theme of stories, plays, or poems, and how they are conveyed through specific details. | - | - | - | - | - | - | **A** | **G** | **G** | **G** | **G** | **G** | **G** |
| Describe stated or implied themes of texts and analyze their development throughout the texts using specific details. | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** | **G** | **G** |
| Analyze and explain the development of theme(s) over the course of texts and their relationship to the characters, settings, plots, and overall messages. | - | - | - | - | - | - | - |  | **A** | **G** | **G** | **G** | **G** |
| Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes. | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** |
| Analyze the development of universal themes (e.g., survival of the fittest, coming of age, power of love) prevalent in world literature (e.g., short stories, poems, plays, novels, and literary nonfiction) of different cultures and eras. | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Analyze the development of universal themes (e.g., loss of innocence, coming of age, relationship with nature) prevalent in American literature (e.g., short stories, poems, plays, novels, essays, and literary nonfiction) of different eras. | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Analyze the development of universal themes (e.g., loss of innocence, coming of age, relationship with nature) prevalent in British literature (e.g., short stories, poems, plays, novels, essays, and literary nonfiction) of different eras. | - | - | - | - | - | - | - | - | - | - | - | - | **A** |

## Craft and Style Progression Chart

| Craft and Style Standards | **Kindergarten** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Discuss how an author uses characters and settings to advance the plot. | - | - | - | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Identify the characteristics of different genres. | - | - | - | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Identify the characteristics of different genres of literary texts (e.g., drama, poems, stories) and refer to the structural elements of each. | - | - | - | - | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Analyze how the characteristics of a poem and the author’s use of patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) impact meaning. | - | - | - | - | - | **A** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** |
| Describe the poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) and their intended impact on the reader. | - | - | - | - | - | - | **A** | **G** | **G** | **G** | **G** | **G** | **G** |
| Interpret the meaning and analyze the impact of poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) on the reader. | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** | **G** |
| Analyze the use of rhyme, rhythm, sound, imagery, and other literary devices in poetry to convey a message and elicit a reader’s emotions. | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** |
| Explain the overall structure of a poem, including how each successive part builds on earlier sections and how rhyme, rhythm, sound, and imagery convey a message and elicit a reader’s emotions. | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Interpret and analyze how the sound and imagery of poetry support the subject, mood, form, and theme and appeal to the reader’s senses. | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Analyze the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied. | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Interpret and analyze how the sound and imagery of poetry support the subject, mood, form, and theme and appeal to the reader’s senses. | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Identify the narrator of a story and the speaker of a poem. | - | - | - | **A** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Differentiate between first-and third-person point of view. | - | - | - | - | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Explain how an author develops the point of view (e.g., first-person, third person limited, third-person omniscient) of the narrator or speaker in a text and influences how events are described in stories, plays, or poems. | - | - | - | - | - | - | **A** | **G** | **G** | **G** | **G** | **G** | **G** |
| Explain how an author develops the points of view of different characters in a text (e.g., first-person, third person limited, third-person omniscient) and how they affect the reader’s interpretation of a text. | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** | **G** | **G** |
| Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** | **G** |
| Explain the point of view and distinguish between what is implied or intended because of the use of hyperbole, irony, sarcasm, and understatement. | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** |
| Analyze point of view and distinguish between what is directly stated in a text from what is implied or intended because of the use of satire, irony, sarcasm, and understatement. | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Identify and explain how an author uses sensory language (e.g., sights, sounds, smells, and tastes) to impact a reader’s understanding of characters, settings, and plot events. | - | - | - | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Determine how an author uses language (dialogue, sensory language, and dialect), characters, and settings to advance the plot. | - | - | - | - | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Describe how an author develops a character through what characters say, think, do, and how other characters respond. | - | - | - | - |  | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Analyze the author’s use of language (e.g., synonyms, figurative language, sensory words, dialogue, dialect) and their impact on understanding characters, setting, and plot events. | - | - | - | - | - | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Explain elements of author’s style as purposeful choices (e.g., imagery, figurative language, and word choice) to develop tone. | - | - | - | - | - | - | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Analyze how elements of authors’ styles (e.g., word choice, dialogue, form, voice, rhyme, rhythm, and/or sound devices) contribute to meaning in various forms of prose and poetry. | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** | **G** | **G** |
| Analyze how the elements of an author’s style (e.g., word choice, sentence structure, dialogue, figurative language, imagery) are used to influence and develop tone. | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** | **G** | **G** |
| Analyze how the elements of an author’s style (e.g., dialogue, sentence structure and word choices) are used to influence and develop tone and voice. | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** | **G** |
| Analyze how an author’s use of literary devices including foreshadowing, flashback, symbolism, and irony are used to build mystery, suspense, or surprise. | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** | **G** |
| Explain how an author’s specific word choices, syntax, tone, and voice shape the meaning of the text. | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** |
| Analyze how authors use literary devices and figurative language, including allusion, allegory, and paradox to impact the meaning of the text. | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Analyze how authors use specific word choices, syntax, tone, and voice to convey the author’s intent and viewpoint. | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Evaluate how authors use specific word choices, syntax, tone, and voice to convey the author’s intent and viewpoint. | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Critique how authors use key literary devices (e.g., imagery, personification, symbolism) to contribute to the meaning of a text, including its character development, theme, conflict, and archetypes. | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Interpret and analyze how authors create intended effects using diction and impact the tone and mood of the story, play, or poem. | - | - | - | - | - | - | - | - | - | - | - | - | **A** |
| Evaluate how the use of figurative language in poetry and prose contributes to the reader’s understanding of the subject, form, mood, and theme. | - | - | - | - | - | - | - | - | - | - | - | - | **A** |
| Evaluate the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied. | - | - | - | - | - | - | - | - | - | - | - | - | **A** |

## Integration of Concepts Progression Chart

| Integration of Concepts Standards | **Kindergarten** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Set a purpose for reading by providing guiding questions, activating prior (experience) and background (content) knowledge. | **A** | **A** | **A** | **A** | **A** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | **A** | **G** | **\*** | **\*** |  |  |  |  |  |  |  |  |  |
| With prompting and support, monitor listening comprehension. | **A** | **G** | **G** | **\*** |  |  |  |  |  |  |  |  |  |
| Describe the connection between two individuals, events, ideas, or pieces of information in a text. | - | - | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Recognize dialogue in text and explain how it can reveal characters’ thoughts and perspectives. | - | - | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Explain the overall structure of stories, poems, and plays and how each successive part builds on earlier sections. | - | - | - | - | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Describe how the interactions between individuals, settings, events, and ideas within a text influence one another. | - | - | - | - | - | - | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Explain how particular elements of stories or dramas interact including how settings shape and influence characters and plot. | - | - | - | - | - | - | - | **A** | **G** | **G** | **\*** | **\*** | **\*** |
| Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style. | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** | **G** |
| Explain the relationships between and among particular literary elements of a story or play, including how the setting shapes the plot and characters. | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** |
| Explain and analyze the influence of the historical and cultural context of a text on its form, style, characters, and point of view. | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Compare and contrast character development, dramatic plot structure, and conventions in a play to character development, narrative structure, and conventions in other literary forms. | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Analyze the similarities and differences represented in the literature of different cultures and eras. | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Explain the influence of the historical and cultural context on form, style, and point of view of texts that represent diverse voices and perspectives. | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama. | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Analyze how authors’ attitudes, viewpoints, and beliefs reflect larger historical, social, or cultural contexts. | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Compare and contrast traditional and contemporary texts that draw on similar themes, patterns of events, or character types with an emphasis on poetry, from various cultures. | - | - | - | - | - | - | - | - | - | - | - | - | **A** |
| Compare and contrast the development of a universal theme over the course of two or more literary works including how each theme emerges and is shaped and refined by specific details. | - | - | - | - | - | - | - | - | - | - | - | - | **A** |
| With prompting and support, compare and contrast characters, plot events, or settings between two familiar stories. | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Compare and contrast the adventures or experiences of characters in stories heard, using key details. | - | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Compare and contrast characters, settings, and plots in two versions of the same story from different cultures (e.g., Cinderella stories). | - |  | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events. | - | - | **A** | **A** | **A** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. | - | - | - | **A** | **G** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narratives. | - | - | - | - | - | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Compare and contrast details in two or more paired literary fiction and nonfiction texts on the same topic or with similar themes, including how chapters, scenes, or stanzas work together to provide the overall structure of each text. | - | - | - | - | - | - | **A** | **G** | **G** | **G** | **G** | **G** | **G** |
| Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. | - | - | - | - | - | - | - | **A** | **A** | **G** | **G** | **G** | **G** |
| Compare and contrast fictional portrayals of a time, place, or character with historical accounts of the same period as a means of understanding how authors of fiction use or alter history. | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** | **G** |
| Describe how the historical or social function of a text depends on its context (e.g., cultural, situational, historical, geographical). | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** |