

# **2024 Virginia English *Standards of Learning* – Overview of Revisions April 2024**

This document provides an overview of the revisions to the 2017 English *Standards of Learning*, including a summary of the content embedded in each content strand, a comparison chart of the 2017 English SOL and the 2024 English SOL, and summary charts documenting the changes.

## Table of Contents

Kindergarten English <i>Standards of Learning</i> - 2024 Overview of Revisions.....	3
Grade 1 English <i>Standards of Learning</i> - 2024 Overview of Revisions.....	24
Grade 2 English <i>Standards of Learning</i> - 2024 Overview of Revisions.....	47
Grade 3 English <i>Standards of Learning</i> - 2024 Overview of Revisions.....	69
Grade 4 English <i>Standards of Learning</i> - 2024 Overview of Revisions.....	93
Grade 5 English <i>Standards of Learning</i> - 2024 Overview of Revisions.....	119
Grade 6 English <i>Standards of Learning</i> - 2024 Overview of Revisions.....	145
Grade 7 English <i>Standards of Learning</i> - 2024 Overview of Revisions.....	167
Grade 8 English <i>Standards of Learning</i> - 2024 Overview of Revisions.....	188
Grade 9 English <i>Standards of Learning</i> - 2024 Overview of Revisions.....	211
Grade 10 English <i>Standards of Learning</i> - 2024 Overview of Revisions.....	233
Grade 11 English <i>Standards of Learning</i> - 2024 Overview of Revisions.....	257
Grade 12 English <i>Standards of Learning</i> - 2024 Overview of Revisions.....	281

## Kindergarten ELA Standards of Learning – 2024 Overview of Revisions

**Foundations for Reading:** *These standards focus on fostering students' understanding and working knowledge of foundational reading skills. The Foundations for Reading strand is organized into three categories: Print Concepts, Phonological and Phonemic Awareness, and Phonics and Word Analysis. The Print Concept standards directly address the skills needed for students to understand how print works. The Phonological and Phonemic Awareness standards directly focus on students' understanding of how speech can be broken into smaller units of sound. An emphasis is placed on phonemic awareness, understanding the individual sounds (phonemes) within a word and blending and segmenting words and syllables at the phoneme level. The Phonics and Word Analysis standards contain grade level expectations for the phonics features that students will apply. These standards include the use of syllables and affixes to aid in decoding, highlighting that English is a morphophonemic language. The foundational skills addressed in these standards are necessary and important components in developing proficiency in reading, but they are not the end goal themselves.*

- Demonstrate understanding of phonemic awareness and alphabet knowledge to decode (read) words that contain two or three phonemes (sounds).
- Demonstrate understandings around print concepts, including reading words left to right and top to bottom with return sweep.

**Developing Skilled Readers and Building Reading Stamina:** *Developing and building knowledge, comprehension, and vocabulary skills by regularly reading literary and information texts, including those that have similar topics. Students achieve this by reading a range of challenging and complex texts. To support reading comprehension, students should build fluency to read words accurately, quickly, and with appropriate expression. Students will also use reading strategies to support their comprehension when they encounter a challenging section or passage. Students will also use what they have read as evidence to support their claims in their discussions and writings, including quotations or paraphrasing when relevant. Strands from the 2017 Reading standards (e.g., reading fiction, reading nonfiction, and reading vocabulary) have been included into Developing Skilled Readers and will support opportunities for cross-curricular content and disciplinary integration as well as utilizing skills in practice. This strand has been added to the 2024 English Standards of Learning, and it serves as the bedrock for grade-level reading comprehension expectations and should be applied when students are reading, writing, collaborating, and researching.*

- Routinely listen to engaging texts around a similar topic to gain knowledge and vocabulary.
- With prompting and support, use evidence from the text to support their thinking around texts.

**Reading and Vocabulary:** *Systematically building vocabulary breadth and depth through engaging in texts and participating in rich conversations. The Reading and Vocabulary strand highlights how word etymology, context clues, and cross-discipline vocabulary words impact reading comprehension.*

- Use newly gained vocabulary from texts and school topics when speaking.

**Reading Literary Texts:** *Deepening and demonstrating comprehension in the understanding of complex literary texts, textual elements, structure, and themes. The Reading Literary Texts strand is organized into three categories: Key Ideas and Plot Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named “Reading Fiction.” The Key Ideas and Plot Details section contains the standards that directly address the literary elements (e.g., characterization, literary forms) that impact the plot and theme. The Craft and Style section contains the standards that address how the author’s choice of vocabulary, rhetorical devices, figurative language, and text organization and structure are used to convey a message. The Integration of Concepts section contains the standards that address how interactions between characters, events, and settings influence the text.*

- With prompting and support, identify characters, settings, conflicts and resolutions from literary texts listened to.
- With prompting and support, compare and contrast multiple texts listened to.

**Reading Informational Texts:** *Deepening and demonstrating comprehension in the understanding of complex informational text, textual elements, structures, and purposes. The Reading Informational Texts strand is organized into three categories: Key Ideas and Confirming Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named “Reading Nonfiction.” The Key Ideas and Confirming Details section contains the standards that directly address the skills associated with reading informational texts (e.g., summarizing main ideas, analyzing examples and anecdotes, and tracing arguments) that are supported by evidence and reasons. The Craft and Style section contains the standards that address how the author’s choice of vocabulary, text features, organizational pattern, language structures, and perspective are used to convey a message. The Integration of Concepts section contains the standards that address how interactions between specific sentences, paragraphs, or sections contribute to the development of ideas and showcase an author’s perspective.*

- With prompting and support, identify common text features and their purposes, identify the main idea and supporting details from a text listened to.
- With prompting and support, compare and contrast information from multiple texts listened to.

**Foundations For Writing:** *The Foundations for Writing strand has been organized into two categories: Handwriting and Spelling. These foundational writing skills are necessary so that students can successfully communicate their ideas in writing. The standards in Handwriting address students' ability to be accurate and automatic with letter formation in printing and cursive. These standards also address skills like applying spaces between words and students signing their first and last names. The Spelling standards contain the phonics features that students are responsible for at each grade level.*

- Build accuracy and automaticity with letter formation in printing.
- Encode (spell) words with two or three sounds, including digraphs, accurately.

**Writing:** *Composing a variety of writings for diverse audiences and purposes. The Writing strand has been organized into four categories: Modes and Purposes for Writing, Organization and Composition, and Usage and Mechanics (3-12). The Modes and Purposes for Writing section contains strands and skills associated with writing narratives, expository texts, persuasively about topics or texts, and reflectively in response to text(s). The Organization and Composition section contains the skills associated with skills that are a part of the recursive writing process, such as planning, drafting, revising, and editing when writing multi-paragraph texts. The Usage and Mechanics section contains the skills specifically addressed when revising and editing. In 2017, Grammar and Usage were a part of the Writing strand, and it has been moved to Language Usage in 2024.*

- With guidance and support use a combination of drawing, dictation, and writing to express ideas.

**Language Usage:** *Developing and using the conventions of Standard English when speaking and writing as appropriate for the context. These standards house the grade level expectations for grammar and usage when applied to speaking and writing. These standards grow in content and rigor across the grade levels. In 2017, this strand was formerly a part of the Writing strand. The Grammar section contains the specific conventions and functions of words to be learned in the grade level (e.g., adverbs, phrases and clauses, and pronoun-antecedent agreement) that impact sentence construction by applying them for specific purposes. The Mechanics section contains the punctuation and spelling expectations for the grade level that support readability for comprehension.*

- With guidance and support use correct syntax when speaking in complete sentences, including the use of nouns, pronouns, verbs, and adjectives.
- With guidance and support use capitals at the beginning of sentences and correct ending punctuation.

**Communication and Multimodal Literacies:** *Developing effective oral communication and collaboration skills. The Communication and Multimodal Literacies strand is now organized into four categories: Communication, Listening, and Collaboration, Speaking and Presentation of Ideas, Integrating Multimodal Literacies, and Examining Media Messages. The*

*Communication, Listening, and Collaboration strand contains how students facilitate and collaborate with diverse partners through discussions. The Speaking and Presentation of Ideas section contains the strands and skills associated with student expectations when reporting on a topic or presenting an opinion. The Integrating Multimodal Literacies section contains the strands associated with using multimodal content to craft and publish media messages for various audience. The Examining Media Messages section contains stands and skills associated with interpreting and explaining the characteristics, information, and impact of media messages on the intended audience.*

- With guidance and support use complete sentences when engaging in conversations while asking questions, expressing needs, and collaborating around ideas.

**Research:** *Conducting research and reading conceptually related texts for a variety of purposes. The Research strand has been organized into one category: Evaluation and Synthesis of Information. Students are encouraged to formulate questions, evaluate the validity of their research from multiple sources, and apply it in their writing and/or responses.*

- With guidance and support, generate questions, find and evaluate information, and share findings with others.

**KEY:** FFR=Foundations for Reading; DSR=Developing Skilled Readers and Building Reading Stamina; RV=Reading and Vocabulary; RL=Reading Literary Text; RI=Reading Informational Text; FFW=Foundations for Writing; W=Writing; LU=Language Usage; C=Communication and Multimodal Literacies; R=Research

## Comparison of Kindergarten English *Standards of Learning* – 2017 to 2024

Foundations for Reading (FFR)	
Kindergarten 2017 <i>Standards of Learning</i>	Kindergarten 2024 <i>Standards of Learning</i>
<p>K.4 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> <li>a) Hold print materials in the correct position.</li> <li>b) Identify the front cover, back cover, and title page of a book.</li> <li>c) Distinguish between print and pictures.</li> <li>d) Follow words from left to right and from top to bottom on a printed page.</li> <li>e) Match voice with print.</li> </ul> <p>K.8 The student will demonstrate comprehension of fictional texts.</p> <ul style="list-style-type: none"> <li>a) Identify the role of an author and an illustrator.</li> </ul> <p>K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.</p> <ul style="list-style-type: none"> <li>a) Begin to discriminate between spoken sentences, words, and syllables.</li> <li>b) Identify and produce words that rhyme.</li> <li>c) Blend and segment multisyllabic words at the syllable level.</li> </ul>	<p><b>K.FFR.1 Print Concepts: The student will apply knowledge of how print is organized and read.</b></p> <ul style="list-style-type: none"> <li>A. Follow words from left to right and from top to bottom on a printed page, including the return sweep from line to line.</li> <li>B. Demonstrate knowledge of a sentence, word, and letter.</li> <li>C. Demonstrate knowledge that spoken words are represented in print and separated by spaces.</li> <li>D. Identify the author and illustrator of a text and define the role of each.</li> <li>E. Identify the front cover, back cover and title of a text.</li> <li>F. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul> <p><b>K. FFR.2 Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).</b></p> <ul style="list-style-type: none"> <li>A. Demonstrate ability to segment spoken words in sentences and syllables in words.</li> <li>B. Blend and segment one syllable words by onset and rime.</li> </ul>

<p>d) Blend and segment one-syllable words into phonemes including onset and rime.</p> <p>e) Identify words according to shared beginning and/or ending sounds.</p> <p>f) Blend sounds to make one-syllable words.</p> <p>g) Segment one-syllable words into individual phonemes.</p> <p>K.5 The student will demonstrate an understanding that print conveys meaning.</p> <p>a) Identify common signs and logos.</p> <p>b) Explain that printed materials provide information.</p> <p>c) Read and explain own writing and drawings.</p> <p>d) Read his/her name and commonly used high-frequency words.</p> <p>K.6 The student will develop an understanding of basic phonetic principles.</p> <p>a) Identify and name the capital and lowercase letters of the alphabet.</p> <p>b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.</p> <p>c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.</p> <p>d) Identify initial consonant sounds in one-syllable words.</p> <p>e) Identify final consonant sounds in one-syllable words.</p>	<p>C. Isolate the initial, medial, and final sounds in three phoneme (individual sound) words (excluding words ending with /l/, /r/, or /x/).</p> <p>D. Demonstrate ability to segment and blend one syllable words with two, three, and four phonemes (including words with consonant digraphs th, sh, ch, wh).</p> <p><b>K.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.</b></p> <p>A. Identify capital and lowercase letters of the alphabet.</p> <p>B. Identify common letter-sound correspondences.</p> <p>C. Discriminate between long and short sounds with common spellings for the five major vowels with open and closed syllables (e.g., short /e/ as in “pet”, long /e/ as in “he”).</p> <p>D. Demonstrate knowledge that every word has a vowel sound.</p> <p>E. Identify the letter-sound correspondences for consonant digraphs (e.g., ch, sh, th, wh).</p> <p>F. Demonstrate knowledge of letter-sound correspondences to blend CV, CVC, VC words.</p> <p>G. Decode (read) and encode (spell) words with short vowels, including words beginning or ending in a digraph (e.g., ch, sh, th, wh).</p> <p>H. Use letter-sound correspondences to read grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy.</p>
---	--



Developing Skilled Readers and Building Reading Stamina (DSR)	
Kindergarten 2017 <i>Standards of Learning</i>	Kindergarten 2024 <i>Standards of Learning</i>
<p>K.1 The student will build oral communication skills.</p> <p>f) Discuss various texts and topics collaboratively and with partners.</p>	<p><b>K.DSR.1 The student will build knowledge and comprehension skills from reading and listening to a range of texts. This includes fluently reading decodable sentences and gathering evidence from content-rich texts (through read alouds) on topics to gain purposeful knowledge and vocabulary.</b></p> <p>A. Use knowledge of letter-sound correspondences to read and reread controlled decodable sentences and texts that include phonic elements and irregular words (<b>Reading Fluency, K-12</b>).</p> <p>B. (<b>Text Complexity, 2-12</b>) - Introduced in Grade Two.</p> <p>C. With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (<b>Textual Evidence, K-12</b>).</p> <p>D. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (<b>Deep Reading on Topics to Build Knowledge and Vocabulary, K-12</b>).</p> <p>E. (<b>Reading Strategies, 3-12</b>) - Introduced in Grade Three.</p> <p><b>*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.</b></p>

Reading and Vocabulary (RV)	
Kindergarten 2017 <i>Standards of Learning</i>	Kindergarten 2024 <i>Standards of Learning</i>

<p>K.7 The student will expand vocabulary and use of word meanings.</p> <ul style="list-style-type: none"> <li>a) Discuss meanings of words.</li> <li>b) Increase vocabulary by listening to a variety of texts read aloud.</li> <li>c) Use vocabulary from other content areas.</li> <li>d) Ask about words not understood.</li> <li>e) Use number words.</li> </ul>	<p><b>K.RV The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.</b></p> <p><b>K.RV.1 Vocabulary Development and Word Analysis</b></p> <ul style="list-style-type: none"> <li>A. Discuss meanings of words from a variety of texts and experiences.</li> <li>B. Ask questions about words not understood.</li> <li>C. Use vocabulary from across content areas.</li> <li>D. Identify the purpose of simple reference materials (e.g., pictures, dictionary, digital dictionary).</li> <li>E. Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.</li> <li>F. Use newly learned words and phrases in discussions and speaking activities.</li> </ul>
---	---

<b>Reading Literary Text (RL)</b>	
<b>Kindergarten 2017 <i>Standards of Learning</i></b>	<b>Kindergarten 2024 <i>Standards of Learning</i></b>
<p>K.8 The student will demonstrate comprehension of fictional texts.</p> <ul style="list-style-type: none"> <li>b) Relate previous experiences to what is read.</li> <li>c) Use pictures to make predictions.</li> <li>d) Ask and answer questions about what is read.</li> <li>e) Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.</li> </ul>	<p><b>K.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard, to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.</b></p> <p><b>K.RL.1 Key Ideas and Plot Details</b></p>

	<p>A. With prompting and support, activate prior (experience) and background (content) knowledge and make connections to what is read.</p> <p>B. With prompting and support, demonstrate knowledge of story structure by orally identifying characters, setting, important events, and details.</p> <p>C. With prompting and support, orally re-tell a familiar story in sequential order (beginning, middle, end).</p> <p>D. With prompting and support, generate predictions about story characters and events using the text.</p> <p><b>K.RL.2 Craft and Style</b></p> <p>**Standards related to Craft and Style are introduced in Grade Three.</p> <p><b>K.RL.3 Integration of Concepts</b></p> <p>A. 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).</p> <p>B. With prompting and support, compare and contrast characters, plot events, or settings between two familiar stories.</p> <p>C. With prompting and support, monitor listening comprehension.</p>
--	---

<b>Reading Informational Texts (RI)</b>	
<b>Kindergarten 2017 <i>Standards of Learning</i></b>	<b>Kindergarten 2024 <i>Standards of Learning</i></b>
<p>K.9 The student will demonstrate comprehension of nonfiction texts.</p> <p>a) Use pictures to identify topic and make predictions.</p>	<p><b>K. RI The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard.</b></p>

<p>b) Identify text features specific to the topic, such as titles, headings, and pictures.</p> <p>c) Ask and answer questions about what is read.</p>	<p><b>K.RI.1 Key Ideas and Confirming Details</b></p> <p>A. With prompting and support, ask and answer literal (who, what, when, where) or inferential (why, how) questions about what is read.</p> <p>B. With prompting and support, identify the main topic and key details of a text.</p> <p><b>K.RI.2 Craft and Style</b></p> <p>A. With prompting and support, identify the purpose of common text features: table of contents, headings, bolded words, and pictures.</p> <p><b>K.RI.3 Integration of Concepts</b></p> <p>A. With prompting and support, identify basic similarities in and differences between two texts on the same topic.</p> <p>B. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
--	---

<b>Foundations for Writing (FFW)</b>	
<b>Kindergarten 2017 <i>Standards of Learning</i></b>	<b>Kindergarten 2024 <i>Standards of Learning</i></b>
<p>K.10 The student will print in manuscript.</p> <p>a) Print capital and lowercase letters of the alphabet independently.</p> <p>b) Print his/her first and last names.</p> <p>K.11 The student will write in a variety of forms to include narrative and descriptive.</p>	<p><b>K.FFW The student will print legibly in manuscript.</b></p> <p><b>K.FFW.1 Handwriting</b></p> <p>A. Use functional pencil grasp for letter formation.</p> <p>B. Accurately and automatically print capital and lowercase letters of the alphabet independently.</p>

<p>d) Write left to right and top to bottom.</p> <p>c) Use letters to phonetically spell words that describe pictures or experiences.</p>	<p>C. Write left to right and top to bottom.</p> <p>D. Accurately print first and last names, beginning each with a capital letter.</p> <p>E. Apply spaces between written words in phrase or sentence level writing.</p> <p><b>K.FFW.2 Spelling</b></p> <p>A. Encode (spell) one syllable words with short vowels and one syllable words beginning or ending in a digraph (e.g., ch, sh, th, wh).</p> <p>B. Encode (spell) unknown words using logical invented spelling.</p> <p>C. With prompting and support, use phoneme/grapheme (sound/symbol) correspondences to spell grade-level high-frequency words with accuracy.</p>
---	---

<b>Writing (W)</b>	
<b>Kindergarten 2017 <i>Standards of Learning</i></b>	<b>Kindergarten 2024 <i>Standards of Learning</i></b>
<p>K.11 The student will write in a variety of forms to include narrative and descriptive.</p> <p>a) Differentiate pictures from writing.</p> <p>b) Use prewriting activities to generate ideas including drawing pictures.</p> <p>g) Share writing with others.</p>	<p><b>K.W The student will write in a variety of forms, linked to kindergarten content and texts.</b></p> <p><b>K.W.1 Modes and Purposes for Writing</b></p> <p>A. Use a combination of drawing, dictating, and writing to compose narrative stories in sequential order (beginning, middle, end).</p> <p>B. Use a combination of drawing, dictating, and writing to compose descriptive writing that identifies a topic and provides one or more relevant details.</p>

	<p>C. Use a combination of drawing, dictating, and writing to write in response to texts heard.</p> <p><b>K.W.2 Organization and Composition</b></p> <p>A. With guidance and support, use prewriting activities, including drawing and suggestions from peers to generate ideas and plan writing or dictation. This includes:</p> <ol style="list-style-type: none"> <li>Identifying the audience and purpose of the writing (e.g., letters, stories, “all about” book, etc).</li> <li>Composing or dictating simple sentences that include a subject (noun) and predicate(verb) focused on the topic.</li> </ol> <p><b>K.W.3 Usage and Mechanics</b></p> <p>**See Language Usage for grade level expectations.</p>
--	---

<b>Language Usage (LU)</b>	
<b>Kindergarten 2017 <i>Standards of Learning</i></b>	<b>Kindergarten 2024 <i>Standards of Learning</i></b>
<p>K.7 The student will expand vocabulary and use of word meanings.</p> <ol style="list-style-type: none"> <li>Use nouns to identify and name people, places, and things.</li> <li>Use adjectives to describe location, size, color, and shape.</li> <li>Use verbs to identify actions.</li> </ol> <p>K.11 The student will write in a variety of forms to include narrative and descriptive.</p>	<p><b>K.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</b></p> <p><b>K.LU.1 Grammar</b></p> <ol style="list-style-type: none"> <li>Produce and expand complete sentences in shared language activities.</li> <li>Use nouns to identify and name people, places, and things.</li> </ol>

<p>e) Compose simple sentences.</p> <p>f) Begin each sentence with a capital letter and use ending punctuation.</p>	<p>C. Use pronouns to identify individuals and groups (<i>he, she, they, his, hers, their(s)</i>).</p> <p>D. Use adjectives to describe specific objects (quantity, size, age, shape, color, or location).</p> <p>E. Use verbs to locate specific actions.</p> <p><b>K.LU.2 Mechanics</b></p> <p>A. With guidance and support, begin each sentence with a capital letter and capitalize the pronoun I.</p> <p>B. With guidance and support, identify statements and questions and use ending punctuation (e.g., period and question mark).</p> <p>C. Phonetically spell words containing unknown letter-sound correspondences.</p>
---	--

<b>Communications and Multimodal Literacies (C)</b>	
<b>Kindergarten 2017 <i>Standards of Learning</i></b>	<b>Kindergarten 2024 <i>Standards of Learning</i></b>
<p><b>K.1</b> The student will build oral communication skills.</p> <p>a) Listen actively and speak using agreed-upon rules for discussion.</p> <p>b) Express ideas in complete sentences and express needs through direct requests.</p> <p>c) Initiate conversations.</p> <p>d) Follow implicit rules for conversation, including taking turns and staying on topic.</p>	<p><b>K.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</b></p> <p><b>K.C.1 Communication, Listening, and Collaboration</b></p> <p>A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:</p>

<p>e) Listen and speak in informal conversations with peers and adults.</p> <p>g) Use voice level, phrasing, and intonation appropriate for various language situations.</p> <p>h) Follow one- and two-step directions.</p> <p>i) Ask how and why questions to seek help, get information, or clarify information.</p> <p>j) Work respectfully with others.</p> <p><b>K.2</b> The student will demonstrate growth in oral, early literacy skills.</p> <p>a) Listen and respond to a variety of text and media.</p> <p>b) Participate in a variety of oral language activities, including choral and echo speaking and recitation.</p> <p>c) Tell stories orally.</p> <p>d) Participate in creative dramatics.</p>	<p>i. Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).</p> <p>ii. Respectfully building on others' ideas and expressing their own clearly.</p> <p>iii. Asking questions to seek help, get information, or clarify information for further understanding.</p> <p>iv. Expressing ideas and needs in complete sentences.</p> <p><b>K.C.2 Speaking and Presentation of Ideas</b></p> <p>A. Describe personal experiences using complete sentences.</p> <p>B. Speak audibly with appropriate pacing, prosody, and voice level.</p> <p>C. Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.</p> <p>D. Retell, create, and dictate stories, rhymes, poems, and events in sequential order using drama, props, and/or pictures indicating first, next and last events in a story.</p> <p><b>K.C.3 Integrating Multimodal Literacies</b>  **Standards related to Integrating Multimodal Literacies are introduced in Grade Three.</p> <p><b>K.C.4 Examining Media Messages</b>  **Standards related to Examining Media Messages are introduced in Grade Four.</p>
---	--

Research (R)	
Kindergarten 2017 <i>Standards of Learning</i>	Kindergarten 2024 <i>Standards of Learning</i>



<p>K.12 The student will conduct research to answer questions or solve problems using available resources.</p> <ul style="list-style-type: none"> <li>a) Generate topics of interest.</li> <li>b) Generate questions to gather information.</li> <li>c) Identify pictures, texts, or people as sources of information.</li> <li>d) Find information from provided sources.</li> </ul>	<p><b>K.R The student will conduct research and listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources.</b></p> <p><b>K.R.1 Evaluation and Synthesis of Information</b></p> <ul style="list-style-type: none"> <li>A. With prompting and support, generate a topic of interest and question to explore a given topic.</li> <li>B. With prompting and support, find information on the topic from pictures, texts, people or provided sources.</li> <li>C. With prompting and support, use drawing, writing, or dictation to record facts and information collected from the research.</li> <li>D. With prompting and support, in small or large group settings, informally share recorded information collected from research.</li> </ul>
---	---

Grade K (2017 SOL to 2024 SOL Numbering)	Parameter Changes/Clarifications (2024 SOL)
<ul style="list-style-type: none"> <li>• K.1 --&gt; K.LU, K.C,</li> <li>• K.2 --&gt; K.C,</li> <li>• K.3 --&gt; K.FFR,</li> <li>• K.4 --&gt; K.FFR, K.RL,</li> <li>• K.5 --&gt; K.FFR,</li> <li>• K.6 --&gt; K.FFR,</li> <li>• K.7 --&gt; K.RV, K.LU</li> <li>• K.8 --&gt; K.FFR, K.RL,</li> <li>• K.9 --&gt; K.RI,</li> <li>• K.10 --&gt; K.FFW,</li> <li>• K.11 --&gt; K.FFR, K FFW, K.W, K.LU, K.R</li> <li>• K.12--&gt; K.R</li> </ul>	<ul style="list-style-type: none"> <li>• K.FFR.1- Focuses on students’ understanding of print concepts.</li> <li>• K.FFR.1A- Addresses skills in K.4d in the 2017 Standards</li> <li>• K.FFR.1C- Addresses skills in K.4e in the 2017 Standards</li> <li>• K.FFR.1D- Combines to address skills in K.8a and K.11a in the 2017 Standards</li> <li>• K.FFR.1E- Combines to addresses skills in K.4a/b in the 2017 Standards</li> <li>• K.FFR.2- Focuses on students’ phonological and phonemic awareness.</li> <li>• K.FFR.2 A- Addresses skills in K.3a in the 2017 Standards</li> <li>• K.FFR.2 B- Addresses skills in K.3d in the 2017 Standards</li> <li>• K.FFR.2 D- Combines the skills addressed in K.3 f/g in the 2017 Standards</li> <li>• K.FFR.3- Focuses on students’ phonic and word analysis</li> <li>• K.FFR.3 A- Addresses skills in K.6a in the 2017 Standards</li> <li>• K.FFR.3 B- Addresses skills in K.6b in the 2017 Standards</li> <li>• K.FFR.3 H- Addresses skills in K.5d in the 2017 Standards</li> <li>• K.RV.1- Focuses on students systematically building vocabulary from listening to texts, and discussions.</li> <li>• K.RV.1 A- Addresses skills in K.7a in the 2017 Standards</li> <li>• K.RV.1 B- Addresses skills in K.7d in the 2017 Standards</li> <li>• K.RV.1 C- Addresses skills in K.7c in the 2017 Standards</li> <li>• K.RV.1 F- Addresses skills in K.7b in the 2017 Standards</li> </ul>

	<ul style="list-style-type: none"> <li>• K.RL.1- Focuses on key ideas and plot details in literary texts.</li> <li>• K.RL.1 A- Addresses skills in K.8b in the 2017 Standards</li> <li>• K.RL.1 B/C- Addresses skills in K.8e in the 2017 Standards</li> <li>• K.RL.1 D- Addresses skills in K.8c in the 2017 Standards</li> <li>• K.RL.3- Focuses on students making connections between and within texts.</li> <li>• K.RL.3 A- Addresses skills in K.4c in the 2017 Standards</li> <li>• K.RI.1- Focuses on key ideas and confirming details in informational texts.</li> <li>• K.RI.1 A- Addresses skills in K.9c in the 2017 Standards</li> <li>• K.FFW.1- Focuses on students' ability to print legibly.</li> <li>• K.FFW.1 B- Addresses skills in K.10a in the 2017 Standards</li> <li>• K.FFW.1 C- Addresses skills in K.11d in the 2017 Standards</li> <li>• K.FFW.1 D- Addresses skills in K.10b in the 2017 Standards</li> <li>• K.FFW.2- Focuses on grade level expectations for students' spelling.</li> <li>• K.FFW.2 A/B/C- Expands on skills addressed in K.11c in the 2017 Standards</li> <li>• K.W.2- Focuses on setting for the foundation for students' writing organization and composition skills.</li> <li>• K.W.2 A- Addresses skills in K.11b in the 2017 Standards</li> <li>• K.W.2 A ii- Expands on the skills addressed in K.11e</li> <li>• K.LU.1- Focuses on students' using conventions of Standard English when speaking and writing.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• K.LU.1 A- Addresses skills in K.1b in the 2017 Standards</li> <li>• K.LU.1 B- Addresses skills in K.7f in the 2017 Standards</li> <li>• K.LU.1 D- Combines and addresses skills in K.7e/g in the 2017 Standards</li> <li>• K.LU.1 E- Addresses skills in K.7h in the 2017 Standards</li> <li>• K.LU.2- Focuses on grade level expectations for students' mechanics in writing.</li> <li>• K.LU.2 A/B- Addresses skills in K.11f in the 2017 Standards</li> <li>• K.LU.2 C- Addresses skills in K.11c in the 2017 Standards</li> <li>• K.C.1- Focuses on students building skills around communication, listening, and collaboration.</li> <li>• K.C.1 A- Addresses skills in K.1f in the 2017 Standards</li> <li>• K.C.1 A i- Combines to address skills in K.1a/d/e in the 2017 Standards</li> <li>• K.C.1 A ii- Builds on skills addressed in K.1j in the 2017 Standards</li> <li>• K.C.1 A iii- Addresses skills addressed in K.1i in the 2017 Standards</li> <li>• K.C.2- Focuses on students building skills around speaking and presentation of idea.</li> <li>• K.C.2 A- Builds on skills addressed in K.2c in the 2017 Standards</li> <li>• K.C.2 B- Addresses skills in K.1g in the 2017 Standards</li> <li>• K.C.2 C- Addresses skills in K.2b in the 2017 Standards</li> <li>• K.C.2 D- Builds on skills addressed in K.2d in the 2017 Standards</li> <li>• K.R.1- Focuses on students conducting research to build knowledge or solve problems.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• K.R.1 A- Combines and addresses skills in K.12a/b in the 2017 Standards</li> <li>• K.R.1 B- Combines and addresses skills in K.12 c/d in the 2017 Standards</li> <li>• K.R.1 C- Addresses skills in K.11g</li> </ul>
<b>Deletions from Grade K (2017 SOL)</b>	<b>Additions to Grade K (2024 SOL)</b>
<ul style="list-style-type: none"> <li>• K.1h</li> <li>• K.3 b,c,e</li> <li>• K.4a</li> <li>• K.c,d,e</li> </ul> <p>These standards were removed to reflect current reading research.</p>	<ul style="list-style-type: none"> <li>• K.FFR.1-Focuses on students’ understanding of print concepts.</li> <li>• K.FFR.1 B/F- Increase the rigor, addresses skills in 1.4c</li> <li>• K.FFR.2 - Focuses on students’ phonological and phonemic awareness.</li> <li>• K.FFR.2 C- Added to reflect science-based reading research</li> <li>• K.FFR.3-Focuses on students’ phonological and phonemic awareness.</li> <li>• K.FFR.3 C- Added to reflect science-based reading research</li> <li>• K.FFR.3 D- Added to reflect science-based reading research</li> <li>• K.FFR.3 E- Added to reflect science-based reading research</li> <li>• K.FFR.3 F- Added to reflect science-based reading research</li> <li>• K.FFR.3 G- Added to reflect science-based reading research</li> <li>• K.DSR.1- Focuses on how students will build knowledge through listening to high quality literary and informational texts.</li> <li>• K.DSR.1 A- Added to reflect science-based reading research and clarify students' application of taught</li> </ul>

	<p>phonics patterns to read and reread controlled decodable sentences and texts.</p> <ul style="list-style-type: none"> <li>• K.DSR.1 C/D- Added to reflect science-based reading research and sets the foundation for building knowledge through listening and reading comprehension. Built on K.8d and K.2a in the 2017 Standards</li> <li>• K.RV.1-Focuses on students systematically building vocabulary from listening to texts, and discussions.</li> <li>• K.RV.1 D- Addresses skills from 1.8b in the 2017 Standards</li> <li>• K.RV.1 F- Added to reflect science-based reading research and sets the foundation for using learned vocabulary words when speaking and writing.</li> <li>• K.RL.3-Focuses on students making connections between and within informational texts.</li> <li>• K.RL.3 B- Added to reflect science-based reading research and sets the foundation for thinking between texts.</li> <li>• K.RL.3 C- Added to reflect science-based reading research and sets the foundation for monitoring comprehension</li> <li>• K.RI.3- Focuses on students making connections between and within informational texts.</li> <li>• K.RI.3 A/B- Added to reflect science-based reading research and sets the foundation for thinking across a text and between texts.</li> <li>• K.FFW.1- Focuses on students' ability to print legibly.</li> <li>• K.FFW.1 A- Added to reflect science-based reading research</li> <li>• K.FFW.1 E- Addresses skills in 1.11b in the 2017 Standards</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• K.W.1- Focuses on students’ ability to write in a variety of forms including narratives, descriptive, and in response to texts.</li> <li>• K.W.1 A- Added to reflect science-based reading research and set the foundation for narrative writing.</li> <li>• K.W.1 B- Added to reflect science-based reading research and set the foundation for descriptive writing.</li> <li>• K.W.1 C- Added to reflect science-based reading research and set the foundation for responding to reading through writing.</li> <li>• K.W.2 -Focuses on setting for the foundation for students’ writing organization and composition skills.</li> <li>• K.W.2 i- Addresses skills in 1.12a in the 2017 Standards</li> <li>• K.LU.1- Focuses on students’ using conventions of Standard English when speaking and writing.</li> <li>• K.LU.1 C- Addresses skills in 2.11d in the 2017 Standards</li> <li>• K.C.1- Focuses on students building skills around communication, listening, and collaboration.</li> <li>• K.C.1 iv- Added to reflect science-based reading research and provide specificity in the reciprocal role of speaking and writing</li> <li>• K.R.1- Focuses on students conducting research to build knowledge or solve problems.</li> <li>• K.R.1 C- Added to reflect science-based reading research and set the foundation for recording facts and information during research.</li> </ul>
--	--

## Grade 1 ELA Standards of Learning – 2024 Overview of Revisions

**Foundations for Reading:** *These standards focus on fostering students' understanding and working knowledge of foundational reading skills. The Foundations for Reading strand is organized into three categories: Print Concepts, Phonological and Phonemic Awareness, and Phonics and Word Analysis. The Print Concept standards directly addresses the skills needed for students to understand how print works. The Phonological and Phonemic Awareness standards directly focus on students' understanding of how speech can be broken into smaller units of sound. An emphasis is placed on phonemic awareness, understanding the individual sounds (phonemes) within a word and blending and segmenting words and syllables at the phoneme level. The Phonics and Word Analysis strand contains grade level expectations for the phonics features students will apply. These standards include the use of syllables and affixes to aid in decoding, highlighting that English is a morphophonemic language. The foundational skills addressed in these standards are necessary and important components in developing proficiency in reading, but they are not the end goal themselves.*

- Demonstrate the ability to blends words with four and five phonemes, including words with consonant digraphs and consonant blends.
- Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs and consonant blends.

**Developing Skilled Readers and Building Reading Stamina:** *Developing and building knowledge, comprehension and vocabulary skills by regularly reading literary and information texts, including those that have similar topics. Students achieve this by reading a range of challenging and complex texts. To support reading comprehension, students should build fluency to read words accurately, quickly, and with appropriate expression. Students will also use reading strategies to support their comprehension when they encounter a challenging section or passage. Students will also use what they have read as evidence to support their claims in their discussions and writings, including quotations or paraphrasing when relevant. Strands from the 2017 Reading standards (e.g., reading fiction, reading nonfiction, and reading vocabulary) have been included in Developing Skilled Readers. This strand has been added to the 2024 English Standards of Learning, and it serves as the bedrock for grade-level reading comprehension expectations and should be applied when students are reading, writing, collaborating, and researching.*

- Apply the knowledge of letter-sounds correspondences to read and reread, a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expressions.
- Routinely listen to engaging texts around a similar topic to gain knowledge and vocabulary.
- With prompting and support, use evidence from the text to support their thinking around texts.



**Reading and Vocabulary:** *Systematically building vocabulary breadth and depth through engaging in texts and participating in rich conversations. The Reading and Vocabulary strand highlights how word etymology, context clues, and cross-discipline vocabulary words impact reading comprehension.*

- Use newly gained vocabulary from texts and school topics when speaking.
- Develop breadth and depth of vocabulary knowledge through class discussions, listening to and engaging with high quality, complex texts and learning vocabulary across content areas.

**Reading Literary Texts:** *Deepening and demonstrating comprehension in the understanding of complex literary texts, textual elements, structure, and themes. The Reading Literary Texts strand is organized into three categories: Key Ideas and Plot Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named “Reading Fiction.” The Key Ideas and Plot Details section contains the standards that directly address the literary elements (e.g., characterization, literary forms) that impact the plot and theme. The Craft and Style section contains the standards that address how the author’s choice of vocabulary, rhetorical devices, figurative language, and text organization and structure are used to convey a message. The Integration of Concepts section contains the standards that address how interactions between characters, events, and settings influence the text.*

- Identify characters, settings, conflicts and resolutions from literary texts read and listened to.
- Ask and answer literal and inferential questions about texts read and listened to.
- Compare and contrast multiple texts read and listened to.

**Reading Informational Texts:** *Deepening and demonstrating comprehension in the understanding of complex informational text, textual elements, structures, and purposes. The Reading Informational Texts strand is organized into three categories: Key Ideas and Confirming Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named “Reading Nonfiction.” The Key Ideas and Confirming Details section contains the standards that directly address the skills associated with reading informational texts (e.g., summarizing main ideas, analyzing examples and anecdotes, and tracing arguments) that are supported by evidence and reasons. The Craft and Style section contains the standards that address how the author’s choice of vocabulary, text features, organizational pattern, language structures, and perspective are used to convey a message. The Integration of Concepts section contains the standards that address how interactions between specific sentences, paragraphs, or sections contribute to the development of ideas and showcase an author’s perspective.*

- Identify and use common text features and their purposes, identify the main idea and supporting details from a text read and listened to.

- Compare and contrast information from multiple texts read and listened to.

**Foundations for Writing:** *The Foundations for Writing strand has been organized into two categories: Handwriting and Spelling. These foundational writing skills are necessary so that students can successfully communicate their ideas in writing. The standards in Handwriting address students' ability to be accurate and automatic with letter formation in printing and cursive. These standards also address skills like applying spaces between words and students signing their first and last names. The Spelling standards contain the phonics features that students are responsible for at each grade level.*

- Build accuracy and automaticity with letter formation in printing.
- Encode (spell) words/syllables with closed syllables, open syllables, and vowel-consonant-e patterns.
- Encode (spell) 2-syllable words following basic patterns and breaking the words into syllables.

**Writing:** *Composing a variety of writings for diverse audiences and purposes. The Writing strand has been organized into four categories: Modes and Purposes for Writing, Organization and Composition, and Usage and Mechanics (3-12). The Modes and Purposes for Writing section contains strands and skills associated with writing narratives, expository texts, persuasively about topics or texts, and reflectively in response to text(s). The Organization and Composition section contains the skills associated with the recursive writing process, such as planning, drafting, revising, and editing when writing multi-paragraph texts. The Usage and Mechanics section contains the skills specifically addressed when revising and editing. In 2017, Grammar and Usage were a part of the Writing strand, and it has been moved to Language Usage in 2024.*

- Use a combination of drawing, dictation, and writing to express ideas.
- Understand the basic components of a narrative, informative/expository, and opinion pieces of writing
- With guidance and support from adults, edit writing for conventions.

**Language Usage:** *Developing and using the conventions of Standard English when speaking and writing as appropriate for the context. These standards house the grade level expectations for grammar and usage when applied to speaking and writing. These standards grow in content and rigor across the grade levels. In 2017, this strand was formerly part of the Writing strand. The Grammar section contains the specific conventions and functions of words to be learned in the grade level (e.g., adverbs, phrases and clauses, and pronoun-antecedent agreement) that impact sentence construction by applying them for specific purposes. The Mechanics section contains the punctuation and spelling expectations for the grade level that support readability for comprehension.*

- Use correct syntax when speaking in complete sentences, including the use of nouns, pronouns, verbs, and adjectives.

- Form and use simple verb tenses for regular verbs
- Use capitals at the beginning of sentences, proper nouns and the pronoun I, and correct ending punctuation.

**Communication and Multimodal Literacies:** *Developing effective oral communication and collaboration skills. The Communication and Multimodal Literacies strand is now organized into four categories: Communication, Listening, and Collaboration, Speaking and Presentation of Ideas, Integrating Multimodal Literacies, and Examining Media Messages. The Communication, Listening, and Collaboration strand contains how students facilitate and collaborate with diverse partners through discussions. The Speaking and Presentation of Ideas section contains the strands and skills associated with student expectations when reporting on a topic or presenting an opinion. The Integrating Multimodal Literacies section contains the strands associated with using multimodal content to craft and publish media messages for various audience. The Examining Media Messages section contains stands and skills associated with interpreting and explaining the characteristics, information, and impact of media messages on the intended audience.*

- Use complete sentences when engaging in conversations while asking questions, expressing needs, and collaborating around ideas.
- Participate in a range of collaborative discussions respectfully.

**Research:** *Conducting research and reading conceptually related texts for a variety of purposes. The Research strand has been organized into one category: Evaluation and Synthesis of Information. Students are encouraged to formulate questions, evaluate the validity of their research from multiple sources, and apply it in their writing and/or responses.*

- With guidance and support, generate questions, find and evaluate information, and share findings with others.
- Use templates to organize information collected.

## Comparison of Grade 1 English *Standards of Learning* – 2017 to 2024

Foundations for Reading (FFR)	
Grade One 2017 <i>Standards of Learning</i>	Grade One 2024 <i>Standards of Learning</i>
<p>1.4 The student will apply knowledge of how print is organized and read.</p> <ul style="list-style-type: none"> <li>a) Read from left-to-right and from top-to-bottom.</li> <li>b) Match spoken words with print.</li> <li>c) Identify letters, words, sentences, and ending punctuation.</li> </ul> <p>1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.</p> <ul style="list-style-type: none"> <li>a) Create rhyming words.</li> <li>b) Count phonemes (sounds) in one-syllable words.</li> <li>c) Blend sounds to make one-syllable words.</li> <li>d) Segment one-syllable words into individual phonemes.</li> <li>e) Add or delete phonemes to make new words.</li> <li>f) Blend and segment multisyllabic words at the syllable level.</li> </ul> <p>1.5 The student will apply phonetic principles to read and spell.</p> <ul style="list-style-type: none"> <li>a) Use initial and final consonants to decode and spell one-syllable words.</li> <li>b) Use two-letter consonant blends to decode and spell one-syllable words.</li> <li>c) Use consonant digraphs to decode and spell one-syllable words.</li> </ul>	<p><b>1.FFR.1 See Kindergarten for standards that address Print Concepts.</b></p> <p><b>1.FFR.2 Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).</b></p> <ul style="list-style-type: none"> <li>A. Isolate sounds in four and five phoneme words.</li> <li>B. Demonstrate ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch, wh) and consonant blends (e.g., fr, st, bl).</li> <li>C. Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl).</li> </ul> <p><b>1.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.</b></p> <ul style="list-style-type: none"> <li>A. Decode and encode words with short vowels to include blends with digraphs, closed syllables (CVC, CCVC, CVCC, CCVCC).</li> <li>B. Decode and encode words with long vowels, open syllables, (CV, CCV) and vowel-consonant-e (CVCE, CCVCE).</li> </ul>

<p>d) Use short vowel sounds to decode and spell one-syllable words.</p> <p>e) Blend initial, medial, and final sounds to recognize and read words.</p> <p>f) Use word patterns to decode unfamiliar words.</p> <p>g) Read and spell simple two-syllable compound words.</p> <p>h) Read and spell commonly used sight words.</p> <p>1.6 The student will use semantic clues and syntax for support when reading.</p> <p>a) Use words, phrases, and sentences.</p> <p>b) Use titles and pictures.</p> <p>c) Use information in the story to read words.</p> <p>d) Use knowledge of sentence structure.</p> <p>e) Reread and self-correct.</p>	<p>C. Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.</p> <p>D. Decode multisyllabic words following basic patterns by breaking the words into syllables.</p> <p>E. Read grade-level high-frequency words, including decodable and irregular words with automaticity and accuracy.</p> <p>F. Write grade-level high-frequency words with automaticity and accuracy.</p>
--	---

Developing Skilled Readers and Building Reading Stamina (DSR)	
Grade One 2017 <i>Standards of Learning</i>	Grade One 2024 <i>Standards of Learning</i>
<p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</p> <p>i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.</p> <p>1.10 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.</p> <p>1.2 The student will demonstrate growth in oral early literacy skills.</p>	<p><b>1.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.</b></p> <p><b>A.</b> Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to</p>

<p>a) Listen and respond to a variety of print and media materials.</p>	<p>confirm or self-correct word recognition and understanding, as necessary <b>(Reading Fluency, K-12)</b>.</p> <p>B. <b>(Text Complexity, 2-12)</b> Introduced in Grade Two.</p> <p>C. With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located <b>(Textual Evidence, K-12)</b>.</p> <p>D. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning <b>(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12)</b>.</p> <p>E. <b>(Reading Strategies, 3-12)</b>: Introduced in Grade Three.</p> <p><b>*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.</b></p>
---	--

Reading and Vocabulary (RV)	
Grade One 2017 <i>Standards of Learning</i>	Grade One 2024 <i>Standards of Learning</i>
<p>1.7 The student will expand vocabulary and use of word meanings.</p> <p>a) Discuss meanings of words in context.</p> <p>b) Develop vocabulary by listening to and reading a variety of texts.</p>	<p><b>1.RV The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.</b></p> <p><b>1.RV.1 Vocabulary Development and Word Analysis</b></p>

<p>c)Ask for the meaning of unknown words and make connections to familiar words.</p> <p>d) Use text clues such as words or pictures to discern meanings of unknown words.</p> <p>e) Use vocabulary from other content areas.</p>	<p>A. Discuss meanings of words in context from a variety of texts.</p> <p>B. Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships.</p> <p>C. Ask for the meaning of unknown words and make connections to familiar words.</p> <p>D. Use vocabulary across content areas.</p> <p>E. Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. -s, -ing, -ed).</p> <p>F. Distinguish shades of meaning among verbs and adjectives.</p> <p>G. Identify the purpose of simple reference materials (e.g. picture dictionary, digital dictionary).</p> <p>H. Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.</p> <p>I. Use newly learned words and phrases in discussions and speaking activities.</p>
---	--

Reading Literary Text (RL)	
1 <sup>st</sup> Grade 2017	1 <sup>st</sup> Grade 2024 <i>Standards of Learning</i>
<p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</p> <p>a) Preview the selection.</p> <p>b) Set a purpose for reading.</p> <p>c)Relate previous experiences to what is read.</p> <p>d)Make and confirm predictions.</p> <p>e) Ask and answer who, what, when, where, why, and how questions about what is read.</p>	<p><b>1.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.</b></p> <p><b>1.RL.1 Key Ideas and Plot Details</b></p>

<p>f) Identify characters, setting, and important events.</p> <p>g) Retell stories and events, using beginning, middle, and end in a sequential order.</p> <p>h) Identify theme.</p>	<p>A. Retell familiar stories sequentially and demonstrate an understanding of the story structure, the central message or lesson, and the details.</p> <p>B. Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).</p> <p>C. Ask and answer literal (who, what, when, where) or inferential (how, why) questions about what is read.</p> <p>D. Generate predictions about story characters and events using the text.</p> <p><b>1.RL.2 Craft and Style</b></p> <p>**Standards that address Craft and Style are introduced in Grade Three.</p> <p><b>1.RL.3 Integration of Concepts</b></p> <p>A. Set a purpose for reading by providing a guiding question, activating prior (experience) and background (content) knowledge.</p> <p>B. Make connections between characters, settings, and major events in stories heard, using key details.</p> <p>C. Compare and contrast the adventures or experiences of characters in stories heard, using key details</p>
--	--

Reading Informational Texts (RI)	
1 <sup>st</sup> Grade 2017	1 <sup>st</sup> Grade 2024 <i>Standards of Learning</i>
<p>1.10 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>a) Preview the selection.</p>	<p><b>1.RI The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.</b></p>



<p>b) Use prior and background knowledge as context for new learning.</p> <p>c) Set a purpose for reading.</p> <p>d) Identify text features such as pictures, headings, charts, and captions.</p> <p>e) Make and confirm predictions.</p> <p>f) Ask and answer who, what, where, when, why, and how questions about what is read.</p> <p>g) Identify the main idea.</p>	<p><b>1.RI.1 Key Ideas and Confirming Details</b></p> <p>A. Ask and answer literal (who, what, when, where) and inferential (why, how) questions about what is read, including demonstrating an understanding of the main topics.</p> <p>B. Identify the main idea and supporting details of a text.</p> <p>C. Explain the difference between facts and opinions in a text.</p> <p><b>1.RI.2 Craft and Style</b></p> <p>A. Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams.</p> <p>B. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>1.RI.3 Integration of Concepts</b></p> <p>A. Identify basic similarities in and differences between two texts on the same topic.</p> <p>B. Describe the connection between two individuals, events, ideas, or pieces of information in a text</p>
---	---

<b>Foundations for Writing (FFW)</b>	
<b>Grade One 2017 <i>Standards of Learning</i></b>	<b>Grade One 2024 <i>Standards of Learning</i></b>
<p>1.11 The student will print legibly in manuscript.</p> <p>a) Form letters accurately.</p> <p>b) Space words within sentences.</p> <p>1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.</p> <p>g) Use letters to phonetically spell words.</p>	<p><b>1.FFW The student will print legibly in manuscript.</b></p> <p><b>1.FFW.1 Handwriting</b></p> <p>A. Use functional pencil grasp for letter formation.</p>

<p>1.13 The student will edit writing for capitalization, punctuation, and spelling.</p> <p>c) Use correct spelling for commonly used sight words and phonetically regular words.</p>	<p>B. Accurately and automatically form all capital and lowercase letters and numbers using manuscript letter formation.</p> <p>C. Accurately and automatically apply spaces between written words in phrases or sentence-level writing.</p> <p>D.</p> <p><b>1.FFW.2 Spelling</b></p> <p>A. Use phoneme-grapheme (sound/symbol) correspondence to encode (spell) single-syllable words containing closed syllables (cvc, ccvc, cvcc, and ccvcc), open syllables (cv, ccv), vowel-consonant-e (cvce, ccvce).</p> <p>B. Encode (spell) 2-syllable words (e.g., <i>pancake</i>) following basic patterns by breaking the words into syllables.</p> <p>C. Encode (spell) unfamiliar words by recognizing and applying taught word patterns.</p> <p>D. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.</p>
---	--

Writing (W)	
Grade One 2017 <i>Standards of Learning</i>	Grade One 2024 <i>Standards of Learning</i>
<p>1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.</p> <p>a) Identify audience and purpose.</p> <p>b) Use prewriting activities to generate ideas.</p> <p>c) Focus on one topic.</p> <p>d) Organize writing to suit purpose.</p> <p>e) Revise by adding descriptive words when writing about people, place, things, and events.</p> <p>f) Write to express an opinion and give a reason.</p> <p>h) Share writing with others.</p>	<p><b>1.W The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.</b></p> <p><b>1.W.1 Modes and Purposes for Writing</b></p> <p>A. Use a combination of drawing, dictating, and writing to recount two or more sequenced events or experiences and include details about the events and characters.</p>

	<p>B. Use a combination of drawing, dictating, and writing to compose informative/expository texts that name a topic and supply some facts about the topic.</p> <p>C. Use a combination of drawing, dictating, and writing to compose opinion pieces that state an opinion and supply a reason for the opinion.</p> <p>D. Use a combination of drawing, dictating, and writing about text(s) read or heard in which students share their thinking with a couple of supporting details from the text.</p> <p><b>1.W.2 Organization and Composition</b></p> <p>A. With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:</p> <ol style="list-style-type: none"> <li>Identifying the audience and purpose of the writing (e.g., letters, stories, journals, etc.).</li> <li>Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.</li> </ol> <p><b>1.W.3 Usage and Mechanics</b></p> <p>A. With guidance and support from adults, edit writing for conventions e.g., spelling, capitalization, usage, punctuation). (See Language Usage for grade level expectations).</p>
--	--

Language Usage (LU)	
Grade One 2017 <i>Standards of Learning</i>	Grade One 2024 <i>Standards of Learning</i>
<p>1.7 The student will expand vocabulary and use of word meanings.</p> <ul style="list-style-type: none"> <li>f) Use singular and plural nouns.</li> <li>g) Use adjectives to describe nouns.</li> <li>h) Use verbs to identify actions.</li> </ul> <p>1.8 The student will use simple reference materials.</p> <ul style="list-style-type: none"> <li>a) Use knowledge of alphabetical order by first letter.</li> <li>b) Use a picture dictionary to find meanings of unfamiliar words.</li> </ul> <p>1.13 The student will edit writing for capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a) Use complete sentences.</li> <li>b) Begin each sentence with a capital letter and use ending punctuation.</li> </ul>	<p><b>1.LU The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</b></p> <p><b>1.LU.1 Grammar</b></p> <ul style="list-style-type: none"> <li>A. Produce and expand simple sentences, including a noun, verb, and adjective.</li> <li>B. For regular plural nouns orally by adding ‘s’ or ‘es’ sound.</li> <li>C. Use personal and possessive pronouns to represent nouns.</li> <li>D. Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).</li> <li>E. Form and use simple verb tenses (past, present, and future) for regular verbs.</li> <li>F. Use proper verb tense and correct subject-verb agreement.</li> <li>G. Use articles correctly (e.g., a, an, the).</li> <li>H. Use interrogatives to ask questions in complete sentences (e.g., who, what, where, when, why, how).</li> </ul> <p><b>1.LU.2 Mechanics</b></p> <ul style="list-style-type: none"> <li>A. Capitalize the first word in a sentence, proper nouns, and the pronoun I.</li> <li>B. Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).</li> <li>C. Use conventional spelling of words with commonly taught spelling patterns and for frequently occurring irregular words.</li> </ul>

--	--

Communications (C)	
1 <sup>st</sup> Grade 2017	1 <sup>st</sup> Grade 2024 <i>Standards of Learning</i>
<p>Communication and Multimodal Literacies</p> <p>1.1 The student will develop oral communication skills.</p> <ul style="list-style-type: none"> <li>a) Listen actively and speak using agreed-upon rules for discussion.</li> <li>b) Initiate conversation with peers and adults.</li> <li>c) Adapt or change oral language to fit the situation.</li> <li>d) Use appropriate voice level, phrasing, and intonation.</li> <li>e) Participate in collaborative and partner discussions about various texts and topics.</li> <li>f) Follow rules for conversation, using appropriate voice level in small-group settings.</li> <li>g) Ask and respond to questions to seek help, get information, or clarify information.</li> <li>h) Restate and follow simple two-step oral directions.</li> <li>i) Give simple two-step oral directions.</li> <li>j) Express ideas orally in complete sentences.</li> <li>k) Work respectfully with others.</li> <li>l) Increase listening and speaking vocabularies.</li> </ul> <p>1.2 The student will demonstrate growth in oral early literacy skills.</p> <ul style="list-style-type: none"> <li>b) Tell and retell stories and events in sequential order.</li> <li>c) Participate in a variety of oral language activities, including choral speaking and recitation.</li> </ul>	<p><b>1.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</b></p> <p><b>1.C.1 Communication, Listening, and Collaboration</b></p> <ul style="list-style-type: none"> <li>A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes: <ul style="list-style-type: none"> <li>i. Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).</li> <li>ii. Respectfully building on others' ideas and expressing their own clearly.</li> <li>iii. Asking questions to seek help, get information, or clarify information for further understanding.</li> <li>iv. Expressing ideas and needs in complete sentences.</li> </ul> </li> </ul> <p><b>1.C.2 Speaking and Presentation of Ideas</b></p> <ul style="list-style-type: none"> <li>A. Describe people, places, things, and events with relevant details and using appropriate vocabulary.</li> <li>B. Speak audibly with appropriate pacing, prosody, and voice level.</li> <li>C. Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.</li> </ul>

d) Participate in creative dramatics.	<p>D. Retell, create, and dictate stories, rhymes, poems, and events in sequential order using drama, props, and/or pictures indicating first, next, and last events in a story.</p> <p><b>1.C.3 Integrating Multimodal Literacies</b></p> <p>**Standards related to Integrating Multimodal Literacies are introduced in Grade Two.</p> <p><b>1.C.4 Examining Media Messages</b></p> <p>**Standards related to Examining Media Messages are introduced in Grade Four.</p>
---------------------------------------	---

Research (R)	
<b>Grade One 2017 <i>Standards of Learning</i></b>	<b>Grade One 2024 <i>Standards of Learning</i></b>
<p>1.14 The student will conduct research to answer questions or solve problems using available resources.</p> <p>a) Generate topics of interest.</p> <p>b) Generate questions to gather information.</p> <p>c) Identify pictures, texts, or people as sources of information.</p> <p>d) Find information from provided sources.</p> <p>e) Record information.</p>	<p><b>1.R The student will conduct research and listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources.</b></p> <p><b>1.R.1 Evaluation and Synthesis of Information</b></p> <p>A. With prompting and support, generate research questions related to a given topic.</p> <p>B. Locate and collect information related to the given topic from pictures, texts, people, or provided sources.</p> <p>C. Use templates to organize the information collected (e.g., charts, graphs).</p>

	<p>D. Use drawing, writing, or dictation to record facts and information collected from research.</p> <p>E. In small or large group settings, informally share recorded information collected from research.</p>
--	--

Grade 1 (2017 SOL to 2024 SOL Numbering)	Parameter Changes/Clarifications (2024 SOL)
<ul style="list-style-type: none"> <li>• 1.1 --&gt; 1.LU, 1.C</li> <li>• 1.2 --&gt; 1. DSR, 1.C</li> <li>• 1.3 --&gt; 1. FFR,</li> <li>• 1.5 --&gt; 1. FFR, 1. DSR, 1.FFW, 1.LU,</li> <li>• 1.7--&gt; 1. RV, 1.LU, 1.C</li> <li>• 1.8 --&gt; 1.RV,</li> <li>• 1.9 --&gt; 1. DSR, 1.RL,</li> <li>• 1.10 --&gt; 1. DSR, 1.RI,</li> <li>• 1.11 --&gt; 1.RV, 1.FFW,</li> <li>• 1.12 --&gt; 1.FFW, 1.W,</li> <li>• 1.13 --&gt; 1.FFW, 1.LU,</li> <li>• 1.14 --&gt; 1.R</li> </ul>	<ul style="list-style-type: none"> <li>• 1.FFR.2- Focuses on students’ phonological and phonemic awareness.</li> <li>• 1.FFR.2 A- Addresses skills from 1.3b in the 2017 Standards</li> <li>• 1.FFR.2 B- Provides specificity for skills from 1.3c in the 2017 Standards.</li> <li>• 1.FFR.2 C- Provides specificity for skills from 1.3d in the 2017 Standards</li> <li>• 1.FFR.3- Focuses on students’ phonic and word analysis</li> <li>• 1.FFR.3 A- Combines skills addressed in 1.5a/b/c/d in the 2017 Standards</li> <li>• 1.FFR.3 D- Addresses and expands skills in 1.5g in the 2017 Standards</li> <li>• 1.FFR.3 E/F- Addresses skills in 1.5h in the 2017 Standards</li> <li>• 1.DSR- Addresses skills students need to practice in order to read more fluently, purposefully, and build word and world knowledge.</li> <li>• 1.DSR A. -Combines skills addressed in 1.2a, 1.5e/f, 1.9i, and 1.10h from the 2017 Standards; provides more specific indicators of fluent reading such as accuracy, automaticity, appropriate rate, and meaningful expression.</li> <li>• 1.DSR C.-Combines skills addressed in 1.9g, and 1.10 a/b/c/g from the 2017 Standards; applies comprehension of what is read through discussion and writing utilizing skills such as supporting claims, drawing conclusions, and making inferences.</li> <li>• 1.DSR D.-Specifies building vocabulary knowledge by reading texts on the same topic or theme.</li> </ul>



	<ul style="list-style-type: none"> <li>• 1.RV.1- Focuses on students systematically building vocabulary from listening to texts, and discussions.</li> <li>• 1.RV.1 A- Combines to addresses skills from 1.7a/b in the 2017 Standards</li> <li>• 1.RV.1 C- Addresses skills from 1.7c in the 2017 Standards</li> <li>• 1.RV.1 D- Addresses skills in 1.7e in the 2017 Standards</li> <li>• 1.RV.1 F- Increased rigor from 1.7g/h in the 2017 Standards</li> <li>• 1.RV.1 G- Addresses skills in 1.8 in the 2017 Standards</li> <li>• 1.RV.1 I- Addresses skills in 1.11 in the 2017 Standards</li> <li>• 1.RL.1- Focuses on key ideas and plot details in literary texts.</li> <li>• 1.RL.1 A- Combines and addresses skills in 1.9g/h in the 2017 Standards</li> <li>• 1.RL.1 B- Addresses and adds specificity to skills in 1.9f in the 2017 Standards</li> <li>• 1.RL.1 C- Addresses and adds specificity to skills in 1.9e in the 2017 Standards</li> <li>• 1.RL.1 D- Addresses and adds specificity to skills in 1.9d</li> <li>• 1.RL.3- Focuses on students making connections between and within literary texts.</li> <li>• 1.RL.3 A- Combines and addresses skills in 1.9a/b/c in the 2017 Standards</li> <li>• 1.RI.1- Focuses on key ideas and confirming details in informational texts.</li> <li>• 1.RI.1 A- Addresses and adds specificity to skills in 1.10f in the 2017 Standards</li> <li>• 1.RI.1 B- Addresses and adds specificity to skills in 1.10g in the 2017 Standards</li> <li>• 1.RI.2- Focuses on craft and style for informational texts.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• 1.RI.2 A/B- Addresses and adds specificity to skills in 1.10d in the 2017 Standards.</li> <li>• 1.FFW.1- Focuses on students' ability to print legibly.</li> <li>• 1.FFW.1 B- Addresses and adds rigor to the skills in 1.11a in the 2017 Standards.</li> <li>• 1.FFW.1 C- Address and adds rigor to the skills in 1.11b in the 2017 Standards.</li> <li>• 1.FFW2- Focuses on grade level expectations for students' spelling.</li> <li>• 1.FFW2 A- Addresses encoding (spelling) skills in 1.5a/b/c/d in the 2017 Standards.</li> <li>• 1.FFW2 B- Addresses encoding (spelling) skills in 1.5g in the 2017 Standards.</li> <li>• 1.FFW2 C- Addresses skills in 1.12g in the 2017 Standards.</li> <li>• 1.FFW2 D- Addresses skills in 1.13c in the 2017 Standards.</li> <li>• 1.W.1- Focuses on students' ability to write in a variety of forms including narratives, descriptive, and in response to texts.</li> <li>• 1.W.1 A- Provided specificity on the components to include in a narrative piece, based on 1.12 d in the 2017 Standards.</li> <li>• 1.W.1 B- Provided specificity on the components to include in an informative/expository piece, based on 1.12 d in the 2017 Standards.</li> <li>• 1.W.1 C- Provided specificity on the components to include in an opinion piece, based on 1.12f in the 2017 Standards.</li> <li>• 1.W.2- Focuses on setting for the foundation for students' writing organization and composition skills.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• 1.W.2 A- Addresses skills from 1.12b in the 2017 Standards</li> <li>• 1.W.2 A i- Addresses skills from 1.12a in the 2017 Standards</li> <li>• 1.W.2 A ii- Combines skills addressed in 1.12 c/e/ and 1.13a in the 2017 Standards</li> <li>• 1.W.3- Focuses on students' editing skills.</li> <li>• 1.W.3 A- Combines skills addressed in 1.13 a/b/c in the 2017 Standards</li> <li>• 1. LU.1- Focuses on students' using conventions of Standard English when speaking and writing.</li> <li>• 1. LU.1 A- Combines skills addressed in 1.1j and 1.13a in the 2017 Standards</li> <li>• 1. LU.1 B- Addresses skills from 1.7f in the 2017 Standards</li> <li>• 1. LU.1 H- Addresses skills from 1.1h in the 2017 Standards</li> <li>• 1.LU.2- Focuses on grade level expectations for students' mechanics in writing.</li> <li>• 1.LU.2 C- Combines skills addressed in 1.13c and 1.5 a/b/c/d/g/h in the 2017 Standards</li> <li>• 1.C.1- Focuses on students building skills around communication, listening, and collaboration.</li> <li>• 1.C.1 A- Address skills in 1.1b/c/d/e in the 2017 Standards</li> <li>• 1.C.1 A i- Combines skills addressed from 1.1a/f</li> <li>• 1.C.1 A ii- Addresses skills from 1.1k</li> <li>• 1.C.1 A iii- Addresses skills from 1.1g</li> <li>• 1.C.2- Focuses on students building skills around speaking and presentation of idea.</li> <li>• 1.C.2 A- Addresses skills in 1.7g in the 2017 Standards</li> <li>• 1.C.2 B- Addresses skills in 1.1c in the 2017 Standards</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 1.C.2 C- Addresses skills in 1.2 c in the 2017 Standards</li> <li>• 1.C.2 D- Combines to address skills in 1.2b/c in the 2017 Standards</li> <li>• 1.R.1- Focuses on students conducting research to build knowledge or solve problems.</li> <li>• 1.R.1 A- Combines to address skills in 1.14 a/b in the 2017 Standards</li> <li>• 1.R.1 B- Addresses skills in 1.14c in the 2017 Standards</li> <li>• 1.R.1 C- Addresses skills in 1.14d in the 2017 Standards</li> <li>• 1.R.1 D- Addresses skills in 1.14e in the 2017 Standards</li> <li>• 1.R.1 E- Addresses skills in 1.11h in the 2017 Standards</li> </ul>
<b>Deletions from Grade 1 (2017 SOL)</b>	<b>Additions to Grade 1 (2024 SOL)</b>
<ul style="list-style-type: none"> <li>• 1.1- Removed to reflect current science-based reading research</li> <li>• 1.3 a/e/f- Removed to reflect current science-based reading research</li> <li>• 1.4 a/b- Moved to Kindergarten</li> <li>• 1.6- Removed to reflect current science-based reading research</li> <li>• 1.7d- Moved to Grade 2</li> </ul>	<ul style="list-style-type: none"> <li>• 1.FFR.3- Focuses on students' phonological and phonemic awareness.</li> <li>• 1.FFR.3 B/C- Added to increase rigor. Addresses skills from 2.4b in the 2017 Standards</li> <li>• 1.RV.1- Focuses on students systematically building vocabulary from listening to texts, and discussions.</li> <li>• 1.RV.1 B- Added to increase rigor. Addresses skills from 2.6c in the 2017 Standards</li> <li>• 1.RV.1 E- Added to increase rigor</li> <li>• 1.RV.1 H- Added to increase the rigor</li> <li>• 1.RL.3- Focuses on students making connections between and within literary texts.</li> <li>• 1.RL.3 B- Added to increase rigor of having students make connections within a text.</li> <li>• 1.RL.3 C- Added to increase rigor of having students make connections between texts.</li> <li>• 1.RI.1- Focuses on key ideas and confirming details in informational texts.</li> </ul>

	<ul style="list-style-type: none"> <li>• 1.RI.1 C- Added to increase rigor. Addresses skills from 4.6g in the 2017 Standards.</li> <li>• 1.RI.3- Focuses on students making connections between and within informational texts.</li> <li>• 1.RI.3 A- Added to increase rigor of having students make connections between texts.</li> <li>• 1.RI.3 B- Added to increase rigor by having students make connections within texts.</li> <li>• 1.FFW.1- Focuses on students' ability to print legibly.</li> <li>• 1.FFW.1 A- Added to support 1.FFW.1B/C</li> <li>• 1.W.1- Focuses on students' ability to write in a variety of forms including narratives, informational, opinion, and in response to texts. Added to included responding in writing to texts read or heard.</li> <li>• 1.LU.1- Focuses on students' using conventions of Standard English when speaking and writing.</li> <li>• 1.LU.1 C- Added to increase the rigor.</li> <li>• 1.LU.1 D- Added to increase the rigor. This addresses skill in 2.11k</li> <li>• 1.LU.1 E/F- Added to increase rigor. This addresses skills in 3.9c</li> <li>• 1.LU.1 G- Added to increase rigor. This addresses skills in 3.9i</li> <li>• 1.LU.2- Focuses on grade level expectations for students' mechanics in writing.</li> <li>• 1.LU.2 A- Combines to addresses skills from 1.13b and 2.11c</li> <li>• 1.LU.2 B- Added to increase rigor. This addresses skills in 2.11b</li> <li>• 1.C.1- Focuses on students building skills around communication, listening, and collaboration.</li> <li>• 1.C.1 A iv- Added to provide specificity in the reciprocal role of speaking and writing.</li> </ul>
--	--

--	--

## Grade 2 ELA Standards of Learning – 2024 Overview of Revisions

**Foundations for Reading:** *These standards focus on fostering students' understanding and working knowledge of foundational reading skills. The Foundations for Reading strand is organized into three categories: Print Concepts, Phonological and Phonemic Awareness, and Phonics and Word Analysis. The Print Concept standards directly addresses the skills needed for students to understand how print works. The Phonological and Phonemic Awareness standards directly focus on students' understanding of how speech can be broken into smaller units of sound. An emphasis is placed on phonemic awareness, understanding the individual sounds (phonemes) within a word and blending and segmenting words and syllables at the phoneme level. The Phonics and Word Analysis strand contains grade level expectations for the phonics features students will apply. These standards include the use of syllables and affixes to aid in decoding, highlighting that English is a morphophonemic language. The foundational skills addressed in these standards are necessary and important components in developing proficiency in reading, but they are not the end goal themselves.*

- Demonstrate understanding of phonemic awareness and alphabet knowledge to decode (read) words/syllables that contain four or five phonemes (sounds).
- Demonstrate understandings of how to decode words/syllables that contain digraphs, beginning and ending blends, open and closed syllables, vowel-consonant-e, common vowel teams, and r-controlled vowels.
- Demonstrate understandings of how to decode multisyllabic words using knowledge of syllable types and affixes.

**Developing Skilled Readers and Building Reading Stamina:** *Developing and building knowledge, comprehension and vocabulary skills by regularly reading literary and information texts, including those that have similar topics. Students achieve this by reading a range of challenging and complex texts. To support reading comprehension, students should build fluency to read words accurately, quickly, and with appropriate expression. Students will also use reading strategies to support their comprehension when they encounter a challenging section or passage. Students will also use what they have read as evidence to support their claims in their discussions and writings, including quotations or paraphrasing when relevant. Strands from the 2017 Reading standards (e.g., reading fiction, reading nonfiction, and reading vocabulary) have been included in Developing Skilled Readers. This strand has been added to the 2024 English Standards of Learning, and it serves as the bedrock for grade-level reading comprehension expectations and should be applied when students are reading, writing, collaborating, and researching.*

- Routinely listen to engaging texts around a similar topic to gain knowledge and vocabulary.
- Use several pieces of evidence from the text to support their thinking around texts through discussion and or writing.
- Students will read and reread, a variety of grade level texts based on quantitative and qualitative analysis chart, with accuracy, automaticity, appropriate rate, and meaningful expression.

**Reading and Vocabulary:** *Systematically building vocabulary breadth and depth through engaging in texts and participating in rich conversations. The Reading and Vocabulary strand highlights how word etymology, context clues, and cross-discipline vocabulary words impact reading comprehension.*

- Use newly gained vocabulary from texts and school topics when speaking.
- Use antonyms and synonyms to deepen understanding of a word meaning and relationships.
- Use knowledge of common grade appropriate suffixes and prefixes to determine the meaning of unknown words.

**Reading Literary Texts:** *Deepening and demonstrating comprehension in the understanding of complex literary texts, textual elements, structure, and themes. The Reading Literary Texts strand is organized into three categories: Key Ideas and Plot Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named “Reading Fiction.” The Key Ideas and Plot Details section contains the standards that directly address the literary elements (e.g., characterization, literary forms) that impact the plot and theme. The Craft and Style section contains the standards that address how the author’s choice of vocabulary, rhetorical devices, figurative language, and text organization and structure are used to convey a message. The Integration of Concepts section contains the standards that address how interactions between characters, events, and settings influence the text.*

- Students will read and listen to a variety of grade-level complex literacy texts with a focus on fables/fairytales.
- Identify the story’s central conflict using events from the plot as evidence.
- Describe the character’s attributes and how they respond to major events and challenges.
- Recognize dialogue in text and explain how it can reveal characters’ thoughts and perspectives.
- Compare and contrast story elements across two versions of the same story from different cultures.

**Reading Informational Texts:** *Deepening and demonstrating comprehension in the understanding of complex informational text, textual elements, structures, and purposes. The Reading Informational Texts strand is organized into three categories: Key Ideas and Confirming Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named “Reading Nonfiction.” The Key Ideas and Confirming Details section contains the standards that directly address the skills associated with reading informational texts (e.g., summarizing main ideas, analyzing examples and anecdotes, and tracing arguments) that are supported by evidence and reasons. The Craft and Style section contains the standards that address how the author’s choice of vocabulary, text features, organizational pattern, language structures, and perspective are used to convey a message. The Integration of Concepts section contains the standards that address how interactions between specific sentences, paragraphs, or sections contribute to the development of ideas and showcase an author’s perspective.*



- Identify common text features and their purposes, identify the main idea and supporting details from a text listened to.
- Identify the main purpose of a text including what the author wants to answer, explain, or describe.
- Differentiate between fact and opinion
- Compare and contrast information from multiple texts on the same topic.
- Describe the interactions between two individuals, events, ideas, or pieces of information in texts.

**Foundations for Writing:** *The Foundations for Writing strand has been organized into two categories: Handwriting and Spelling. These foundational writing skills are necessary so that students can successfully communicate their ideas in writing. The standards in Handwriting address students' ability to be accurate and automatic with letter formation in printing and cursive. These standards also address skills like applying spaces between words and students signing their first and last names. The Spelling standards contain the phonics features that students are responsible for at each grade level.*

- Build accuracy and automaticity with letter formation and spaces between words when printing and using cursive.
- Encode (spell) words/syllables that contain digraphs, beginning and ending blends, open and closed syllables, vowel-consonant-e, vowel teams, and r-controlled vowels.
- Encode (spell) multisyllabic words using phoneme-grapheme correspondence.

**Writing:** *Composing a variety of writings for diverse audiences and purposes. The Writing strand has been organized into four categories: Modes and Purposes for Writing, Organization and Composition, and Usage and Mechanics (3-12). The Modes and Purposes for Writing section contains strands and skills associated with writing narratives, expository texts, persuasively about topics or texts, and reflectively in response to text(s). The Organization and Composition section contains the skills associated with the recursive writing process, such as planning, drafting, revising, and editing when writing multi-paragraph texts. The Usage and Mechanics section contains the skills specifically addressed when revising and editing. In 2017, Grammar and Usage were a part of the Writing strand, and it has been moved to Language Usage in 2024.*

- Understand the key components to include when writing a narrative, informative/explanatory, and opinion piece of writing.
- Engage with the writing process to plan and write based on the purpose and genre.
- With guidance and support from adults revise and edit writing for clarity.

**Language Usage:** *Developing and using the conventions of Standard English when speaking and writing as appropriate for the context. These standards house the grade level expectations for grammar and usage when applied to speaking and writing. These*

*standards grow in content and rigor across the grade levels. In 2017, this strand was formerly a part of the Writing strand. The Grammar section contains the specific conventions and functions of words to be learned in the grade level (e.g., adverbs, phrases and clauses, and pronoun-antecedent agreement) that impact sentence construction by applying them for specific purposes. The Mechanics section contains the punctuation and spelling expectations for the grade level that support readability for comprehension.*

- Produce and expand both simple and compound sentences.
- Use frequently occurring conjunctions to signal simple relationships.
- Identify statements, questions, and commands, and use correct ending punctuation.

**Communication and Multimodal Literacies:** *Developing effective oral communication and collaboration skills. The Communication and Multimodal Literacies strand is now organized into four categories: Communication, Listening, and Collaboration, Speaking and Presentation of Ideas, Integrating Multimodal Literacies, and Examining Media Messages. The Communication, Listening, and Collaboration strand contains how students facilitate and collaborate with diverse partners through discussions. The Speaking and Presentation of Ideas section contains the strands and skills associated with student expectations when reporting on a topic or presenting an opinion. The Integrating Multimodal Literacies section contains the strands associated with using multimodal content to craft and publish media messages for various audience. The Examining Media Messages section contains stands and skills associated with interpreting and explaining the characteristics, information, and impact of media messages on the intended audience.*

- Use complete sentences when engaging in conversations while asking questions, expressing needs, and collaborating around ideas in a range of settings.
- Ask and respond to questions to acquire or confirm information on a topic.
- Use topic specific language and engage the audience by asking and/or responding to questions when presenting ideas.

**Research:** *Conducting research and reading conceptually related texts for a variety of purposes. The Research strand has been organized into one category: Evaluation and Synthesis of Information. Students are encouraged to formulate questions, evaluate the validity of their research from multiple sources, and apply it in their writing and/or responses.*

- Generate questions, find and evaluate information from a range of sources, and share findings with others while avoiding plagiarism.

## Comparison of Grade 2 English *Standards of Learning*- 2017 to 2024

Foundations for Reading (FFR)	
Grade Two 2017 <i>Standards of Learning</i>	Grade Two 2024 <i>Standards of Learning</i>
<p>2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.</p> <ul style="list-style-type: none"> <li>a) Count phonemes within one-syllable words.</li> <li>b) Blend sounds to make one-syllable words.</li> <li>c) Segment one-syllable words into phonemes.</li> <li>d) Add or delete phonemes to make words.</li> <li>e) Blend and segment multisyllabic words at the syllable level.</li> </ul> <p>2.4 The student will use phonetic strategies when reading and spelling.</p> <ul style="list-style-type: none"> <li>a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.</li> <li>b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.</li> <li>c) Decode regular multisyllabic words.</li> </ul>	<p><b>2.FFR.1 See Kindergarten for standards that address Print Concepts.</b></p> <p><b>2.FFR.2 Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).</b></p> <ul style="list-style-type: none"> <li>A. Isolate sounds in four and five phoneme words.</li> <li>B. Demonstrate the ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl).</li> <li>C. Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl).</li> </ul> <p><b>2.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.</b></p> <ul style="list-style-type: none"> <li>A. Decode and encode words with short vowels to include blends, digraphs, and trigraphs in closed syllables (CVCC, CCVC, CVCC, CCVCC, and CCVCCC) and open syllables (CV, CCV).</li> <li>B. Decode and encode words with vowel teams and r-controlled vowels.</li> </ul>

	<p>C. Use knowledge of syllabication and syllable types to decode words.</p> <p>D. Use knowledge of affixes (e.g., suffixes, prefixes) to decode words.</p> <p>E. Read grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy</p>
--	--

Developing Skilled Readers and Building Reading Stamina (DSR)	
Grade Two 2017 <i>Standards of Learning</i>	Grade Two 2024 <i>Standards of Learning</i>
<p>2.4 The student will use phonetic strategies when reading and spelling.</p> <p>d) Apply decoding strategies to confirm or correct while reading.</p> <p>2.8 The student will read and demonstrate comprehension of fictional texts.</p> <p>a) Make and confirm predictions.</p> <p>b) Connect previous experiences to new texts.</p> <p>c) Ask and answer questions using the text for support.</p> <p>d) Describe characters, setting, and plot events in fiction and poetry</p> <p>g) Summarize stories and events with beginning, middle, and end in the correct sequence.</p> <p>h) Draw conclusions based on the text.</p> <p>i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.</p> <p>2.9 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>b) Make and confirm predictions.</p>	<p><b>2.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely (through read alouds) on topics to gain purposeful knowledge and vocabulary.</b></p> <p>A. Read a variety of grade-level text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding as necessary <b>(Reading Fluency, K-12).</b></p> <p>B. Proficiently read and comprehend texts from a variety of literary forms that exhibit complexity at the lower range of the grades 2-3 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) <b>(Text Complexity, 2-12).</b></p> <p>C. When responding to text through discussion and/or writing, draw several pieces of evidence from read-alouds and grade-level texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts</p>

<p>d) Set purpose for reading.</p> <p>f) Identify the main idea.</p> <p>g) Draw conclusions based on the text.</p> <p>h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.</p>	<p>accurately and tracing where relevant evidence is located (<b>Textual Evidence, K-12</b>).</p> <p>D. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (<b>Deep Reading on Topics to Build Knowledge and Vocabulary, K-12</b>).</p> <p>E. (<b>Reading Strategies, 3-12</b>): Introduced in Grade Three.</p> <p><b>*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.</b></p>
--	---

Reading and Vocabulary (RV)	
Grade Two 2017 <i>Standards of Learning</i>	Grade Two 2024 <i>Standards of Learning</i>
<p>2.5 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <p>a) Use information and context clues in the story to read words.</p> <p>b) Use knowledge of sentence structure to determine the meaning of unknown words.</p> <p>2.6 The student will expand vocabulary and use of word meanings.</p> <p>a) Use knowledge of homophones.</p> <p>b) Use knowledge of prefixes and suffixes.</p> <p>c) Use knowledge of antonyms and synonyms.</p> <p>d) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.</p> <p>e) Use word-reference materials including dictionaries, glossaries and indices.</p>	<p><b>2. RV The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.</b></p> <p><b>2.RV.1 Vocabulary Development and Word Analysis</b></p> <p>A. Discuss meanings of new words or phrases acquired through conversations and literature.</p> <p>B. Use vocabulary across content areas.</p> <p>C. Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. -s, -ing, -ed).</p> <p>D. Use the context of a sentence to apply knowledge of homophones.</p> <p>E. Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.</p>

f) Use vocabulary from other content areas.	<p>F. Distinguish shades of meaning among verbs and adjectives.</p> <p>G. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.</p> <p>H. Use newly learned words and phrases in discussions and speaking activities.</p>
---	---

Reading Literary Text (RL)	
Grade Two 2017 <i>Standards of Learning</i>	Grade Two 2024 <i>Standards of Learning</i>
<p>2.8 The student will read and demonstrate comprehension of fictional texts.</p> <p>e) Identify the conflict and resolution.</p> <p>f) Identify the theme.</p>	<p><b>2.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts heard or read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale, with a focus on fables/fairytales from a variety of cultures.</b></p> <p><b>2.RL.1Key Ideas and Plot Details</b></p> <p>A. Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.</p> <p>B. Identify a story’s central conflict using events from the plot as evidence.</p> <p>C. Describe character’s attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.</p> <p>D. Generate predictions about story characters and events using the text.</p> <p><b>2.RL.2 Craft and Style</b></p> <p><b>**Standards that address Craft and Style begin in Grade Three.</b></p>

	<p><b>2.RL.3 Integration of Concepts</b></p> <ul style="list-style-type: none"> <li>A. Set a purpose for reading by providing guiding questions, activating prior (experience) and background (content) knowledge.</li> <li>B. Recognize dialogue in text and explain how it can reveal characters' thoughts and perspectives.</li> <li>C. Compare and contrast characters, settings, and plots in two versions of the same story from different cultures (e.g., Cinderella stories).</li> </ul>
--	--

<b>Reading Informational Texts (RI)</b>	
<b>2<sup>nd</sup> Grade 2017</b>	<b>2<sup>nd</sup> Grade 2024 <i>Standards of Learning</i></b>
<p>2.10 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> <li>a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps.-</li> <li>c) Use prior and background knowledge as context for new learning.</li> <li>e) Ask and answer questions using the text as support.</li> </ul>	<p><b>2.RI The student will use textual evidence to demonstrate and build knowledge from a variety of grade level complex informational texts heard or read.</b></p> <p><b>2.RI.1 Key Ideas and Confirming Details</b></p> <ul style="list-style-type: none"> <li>A. Ask and answer literal and inferential questions (who, what, where, when, how, and why) about key details in a text.</li> <li>B. Retell key details of texts that demonstrate an understanding of the main topics of texts.</li> <li>C. Differentiate facts from opinions within a text.</li> </ul> <p><b>2.RI.2 Craft and Style</b></p> <ul style="list-style-type: none"> <li>A. Use text features (table of contents, headings, pictures, captions, maps, and charts) to preview, set a purpose for reading and gain information.</li> <li>B. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> </ul>

	<p><b>2.RI.3 Integration of Concepts</b></p> <ul style="list-style-type: none"> <li>A. Use prior (experience) and background (content) knowledge as context for new learning.</li> <li>B. Compare and contrast the most important points presented by two texts on the same topic.</li> <li>C. Describe the interactions between two individuals, events, ideas, or pieces of information in texts.</li> </ul>
--	--

<b>Foundations for Writing (FFW)</b>	
<b>Grade Two 2017 <i>Standards of Learning</i></b>	<b>Grade Two 2024 <i>Standards of Learning</i></b>
<p>2.10 The student will maintain legible printing and begin to make the transition to cursive.</p> <ul style="list-style-type: none"> <li>a) Begin to write capital and lowercase letters of the alphabet.</li> <li>b) Begin to sign his/her first and last names</li> </ul>	<p><b>2.FFW. The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.</b></p> <p><b>2.FFW.1 Handwriting</b></p> <ul style="list-style-type: none"> <li>A. Maintain legible printing and begin to make the transition to cursive.</li> <li>B. Begin to write capital and lowercase letters of the alphabet in cursive.</li> <li>C. Begin to sign his/her first and last names.</li> </ul> <p><b>2.FFW.2 Spelling</b></p> <ul style="list-style-type: none"> <li>A. Use phoneme-grapheme (sound/symbol correspondence to encode (spell) single-syllable words containing closed syllables (cvc, ccvc, cvcc, and ccvcc), open syllables (cv, ccv), vowel-consonant-e (cvce, ccvce), vowel teams, and r-controlled vowels.</li> </ul>



	<p>B. Use phoneme-grapheme (sound/symbol) correspondence to encode (spell) multisyllabic words.</p> <p>C. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.</p>
--	--

Writing (W)	
Grade Two 2017 <i>Standards of Learning</i>	Grade Two 2024 <i>Standards of Learning</i>
<p>2.12 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <ul style="list-style-type: none"> <li>a) Understand writing as a process.</li> <li>b) Identify audience and purpose.</li> <li>c) Use prewriting strategies to generate ideas before writing.</li> <li>d) Use strategies for organization according to the type of writing.</li> <li>e) Organize writing to include a beginning, middle, and end.</li> <li>f) Write facts about a subject to support a main idea.</li> <li>g) Write to express an opinion and provide a reason for support.</li> <li>h) Expand writing to include descriptive detail.</li> <li>i) Revise writing for clarity.</li> </ul>	<p><b>2.W The student will write in a variety of forms for diverse audiences and purposes, linked to grade two content and texts.</b></p> <p><b>2.W.1 Modes and Purposes for Writing</b></p> <ul style="list-style-type: none"> <li>A. Write narratives that recount a well-elaborated event or short sequence of events and include details about the events and characters and use of time-related words to signal the event sequence.</li> <li>B. Write informative/explanatory texts that introduce a topic and develop the ideas with facts and examples.</li> <li>C. Write opinion pieces on topics or texts that support a point of view with reasons.</li> <li>D. Write in response to text(s) read or heard to share thinking with a couple supporting details from the text.</li> </ul> <p><b>2.W.2 Organization and Composition</b></p> <ul style="list-style-type: none"> <li>A. Engage in writing as a process to plan writing based on purpose and genre. This includes: <ul style="list-style-type: none"> <li>i. Writing a clear topic sentence focusing on the main idea.</li> <li>ii. Identifying the audience and purpose of the writing.</li> <li>iii. Developing, selecting, and organizing ideas and details relevant to the topic, purpose, and genre.</li> <li>iv. Providing a concluding statement or section.</li> </ul> </li> </ul>

	<p><b>2.W.3 Usage and Mechanics</b></p> <ul style="list-style-type: none"> <li>A. With guidance and support from adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.</li> <li>B. With guidance and support from adults, edit writing for conventions (e.g., spelling, capitalization, usage, punctuation). (See Language Usage for grade level expectations).</li> </ul>
--	--

<b>Language Usage (LU)</b>	
<b>Grade Two 2017 <i>Standards of Learning</i></b>	<b>Grade Two 2024 <i>Standards of Learning</i></b>
<p>2.7 The student will edit writing for capitalization, punctuation, spelling and Standard English.</p> <ul style="list-style-type: none"> <li>a) Recognize and use complete sentences.</li> <li>b) Use and punctuate declarative, interrogative, and exclamatory sentences.</li> <li>c) Capitalize all proper nouns and the word I.</li> <li>d) Use singular and plural nouns and pronouns.</li> <li>e) Use apostrophes in contractions and possessives.</li> <li>f) Use contractions and singular possessives.</li> <li>g) Use knowledge of simple abbreviations.</li> <li>h) Use correct spelling for commonly used sight words, including compound words and regular plurals.</li> <li>i) Use commas in salutation and closing of a letter.</li> <li>j) Use past and present verbs.</li> <li>k) Use adjectives correctly.</li> </ul>	<p><b>2.LU The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</b></p> <p><b>2.LU.1 Grammar</b></p> <ul style="list-style-type: none"> <li>A. Produce and expand complete sentences, both simple and compound.</li> <li>B. Use indefinite (e.g., anybody, anything) reflexive (e.g., yourself, herself) pronouns.</li> <li>C. Form and use regular and frequently occurring irregular plural nouns (e.g., men, teeth).</li> <li>D. Use frequently occurring conjunctions to signal simple relationships (e.g., and, but, or, so, because).</li> <li>E. Use proper verb tense, including for frequently occurring irregular verbs (e.g., ran, told, went).</li> <li>F. Use subject-verb agreement in simple sentences.</li> <li>G. Use common abbreviations.</li> <li>H. Use contractions and singular possessives.</li> </ul>

	<p>I. Eliminate double negatives when speaking.</p> <p><b>2.LU.2 Mechanics</b></p> <p>A. Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).</p> <p>B. Use commas in salutation and closing of a letter.</p> <p>C. Generalize learned spelling patterns when writing words.</p>
--	--

<b>Communications (C)</b>	
<b>Grade Two 2017 <i>Standards of Learning</i></b>	<b>Grade Two 2024 <i>Standards of Learning</i></b>
<p>2.1 The student will use oral communication skills.</p> <p>a) Listen actively and speak using appropriate discussion rules.</p> <p>b) Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.</p> <p>c) Speak audibly with appropriate voice level, phrasing, and intonation.</p> <p>d) Share information orally with appropriate facts and relevant details.</p> <p>e) Use increasingly complex sentence structures in oral communication.</p> <p>f) Begin to self-correct errors in language use.</p> <p>g) Participate as a contributor and leader in collaborative and partner discussions.</p> <p>h) Ask and answer questions to seek help, get information, or clarify information.</p> <p>i) Retell information shared by others.</p> <p>j) Restate and follow multi-step directions.</p>	<p><b>2.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</b></p> <p><b>2.C.1 Communication, Listening, and Collaboration</b></p> <p>A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:</p> <p>i. Listening actively and following agreed upon rules for participating in discussions.</p> <p>ii. Respectfully building on others' ideas and expressing their own clearly.</p> <p>iii. Asking and responding to questions that acquire or confirm information on a topic.</p> <p>iv. Demonstrating active engagement when listening to a speaker and asking for clarification to ensure understanding.</p>

<p>k) Give multi-step directions.</p> <p>l) Work respectfully with others and show value for individual contributions.</p> <p>m) Create a simple presentation using multimodal tools.</p> <p>2.2 The student will demonstrate an understanding of oral early literacy skills.</p> <p>a) Create oral stories to share with others.</p> <p>b) Create and participate in oral dramatic activities.</p> <p>c) Participate in a variety of oral language activities, including choral speaking and recitation.</p>	<p><b>2.C.2 Speaking and Presentation of Ideas</b></p> <p>A. Use topic specific language and vocabulary to communicate ideas.</p> <p>i. Speak audibly with appropriate pacing, prosody, and voice level.</p> <p>ii. Engage the audience by asking and/or responding to questions.</p> <p>B. Create and participate in oral language activities that include oral storytelling and dramatics.</p> <p>C. Retell information in an organized manner, focused on a key topic or experience.</p> <p><b>2.C.3 Integrating Multimodal Literacies</b></p> <p>A. Create a simple presentation using multimodal tools that enhance the topic or presentation.</p> <p><b>2.C.4 Examining Media Messages</b></p> <p>**Standards related to Examining Media Messages are introduced in Grade Four.</p>
---	---

<b>Research (R)</b>	
<b>Grade Two 2017 Standards of Learning</b>	<b>Grade Two 2024 Standards of Learning</b>
<p>2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.</p> <p>a) Generate topics of interest.</p> <p>b) Generate questions to gather information.</p> <p>c) Identify pictures, texts, people, or media as sources of information.</p> <p>d) Find information from provided sources.</p>	<p><b>2.R The student will conduct research and read or listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources.</b></p> <p><b>2.R.1 Evaluation and Synthesis of Information</b></p> <p>A. Identify a topic and generate questions to explore the topic.</p>

<p>e) Organize information in writing or a visual display.</p> <p>f) Describe difference between plagiarism and using own words</p>	<p>B. Locate information in reference texts, electronic resources, interviews, or provided sources.</p> <p>C. Use templates to organize the information collected (e.g., charts, graphs).</p> <p>D. Record information on sources using own words, organizing evidence into provided categories.</p> <p>E. Share information orally in writing, or through visual display, avoiding plagiarism and using own words.</p>
---	---

Grade 2 (2017 SOL to 2024 SOL Numbering)	Parameter Changes/Clarifications (2024 SOL)
<ul style="list-style-type: none"> <li>• 2.1--&gt; 2.C.1, 2.C.2</li> <li>• 2.2--&gt; 2.C.1, 2.C.2</li> <li>• 2.3--&gt; 2.FFR.2</li> <li>• 2.4--&gt; 2.FFR.3, 2.DSR, 2.FFW.2</li> <li>• 2.5--&gt; 2.RV.1</li> <li>• 2.6--&gt; 2.RV.1,</li> <li>• 2.7--&gt; 2.2.LU.1, 2. DSR, 2.RL.1, 2.RL.3</li> <li>• 2.8--&gt; 2.DSR, 2.RI.1, 2.RI.2, 2.RI.3</li> <li>• 2.9--&gt; 2.DSR, 2.FFW.1</li> <li>• 2.10--&gt; 2.W.1, 2.W.2,</li> <li>• 2.11--&gt; 2.LU.1, 2.LU.2, 2.W.3</li> <li>• 2.12--&gt; 2.R.1</li> </ul>	<ul style="list-style-type: none"> <li>• 2.FFR.2- Focuses on students’ phonological and phonemic awareness.</li> <li>• 2.FF.2 A- provides clarification on 2.3a from the 2017 Standards</li> <li>• 2.FF.2 A B-provides clarification on 2.3b from the 2017 Standards</li> <li>• 2.FF.2 A C- provides clarification on the 2.3c from the 2017 Standards.</li> <li>• 2.FFR.3- Focuses on students’ phonic and word analysis</li> <li>• 2.FFR.3 A- Provides specificity on 2.4a from the 2017 Standards</li> <li>• 2.FFR.3 B- Provides specificity on 2.4b from the 2017 Standards</li> <li>• 2.FFR.3 C- Provides specificity on 2.4c from the 2017 Standards</li> <li>• 2.FFR.3 D- Provides specificity on 2.4c from the 2017 Standards</li> <li>• 2.DSR- Addresses skills students need to practice in order to read fluently, purposefully, and build word and world knowledge.</li> <li>• 2.DSR A. -Combines skills addressed in 2.7i and 2.8h from the 2017 Standards; provides more specific indicators of fluent reading such as accuracy, automaticity, appropriate rate, and meaningful expression.</li> <li>• 2.DSR B.- Addresses 2.4 from the 2017 Standards; provides more specificity on appropriate grade level text complexity to be used with the Text Complexity chart in the appendix.</li> <li>• 2.DSR C.-Combines skills addressed in 2.7h, 2.8g, from the 2017 Standards; applies comprehension of what is read through discussion and writing utilizing skills such as</li> </ul>

	<p>supporting claims, drawing conclusions, and making inferences.</p> <ul style="list-style-type: none"> <li>• 2.DSR D.-Specifies building vocabulary knowledge by reading texts on the same topic or theme.</li> <li>• 2.RV.1- Focuses on students systematically building vocabulary from listening to texts, and discussions.</li> <li>• 2.RV.1 A- This is 2.6d in the 2017 Standards.</li> <li>• 2.RV.1 B- This is 2.6f in the 2017 Standards</li> <li>• 2.RV.1 C- Provides specificity around 2.6b in the 2017 Standards</li> <li>• 2.RV.1 D- Provides specificity around 2.6a in the 2017 Standards</li> <li>• 2.RV.1 E- Provides specificity around 2.6b in the 2017 Standards</li> <li>• 2.RV.1 F- Increased the rigor around 2.6c in the 2017 Standards</li> <li>• 2.RL.1- Focuses on key ideas and plot details in literary texts.</li> <li>• 2.RL.1 A- Combines skills addressed in 2.7f and 2.7g in the 2017 Standards</li> <li>• 2.RL.1 B- Addresses skills from 2.7e in the 2017 Standards</li> <li>• 2.RL.1 C- Addresses and increases rigor for skills about describing characters from 2.7c in the 2017 Standards</li> <li>• 2.RL.1 D- Addresses and provides specificity for the skills in 2.7a in the 2017 Standards</li> <li>• 2.RL.3- Focuses on students making connections between and within literary texts.</li> <li>• 2.RL.3 A- Provides specificity around 2.7b in the 2017 Standards</li> <li>• 2.RI.1- Focuses on key ideas and confirming details in informational texts.</li> <li>• 2.RI.1 A- Provides specificity for 2.8e in the 2017 Standards</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• 2.RI.1 B- Increases the rigor for 2.8f in the 2017 Standards</li> <li>• 2.RI.2- Focuses on craft and style for informational texts.</li> <li>• 2.RI.2 A- Provides specificity around students’ use and understanding of text features. This is based on 2.8a in the 2017 Standards.</li> <li>• 2.RI.3- Focuses on students making connections between and within informational texts.</li> <li>• 2.RI.3 A- Provides specificity around 2.8c in the 2017 Standards</li> <li>• 2.FFW.1- Focuses on students' ability to print legibly and begin the transition to cursive.</li> <li>• 2.FFW.1 B- This is 2.9a in the 2017 Standards</li> <li>• 2.FFW.1 C- This is 2.9b in the 2017 Standards</li> <li>• 2.FFW.2- Focuses on grade level expectations for students’ spelling.</li> <li>• 2.FFW.2 A- Highlights the role of spelling for Foundations for Writing. Combines spelling skills from 2.4 a/b</li> <li>• 2.W.1- Focuses on students’ ability to write in a variety of forms including narratives, descriptive, and in response to texts.</li> <li>• 2.W.1 A- Provided specificity on the components to include in a narrative piece, based on 2:10e in the 2017 Standards.</li> <li>• 2.W.1 B- Provided specificity on the components to include in an informative/explanatory piece, based on 2.10f in the 2017 Standards.</li> <li>• 2.W.1 C- Provided specificity on the components to include in an opinion piece, based on 2.10g in the 2017 Standards.</li> <li>• 2.W.2- Focuses on students’ writing organization and composition skills.</li> <li>• 2.W.2 i-iv- Addresses skills in 2.10b, 2.10b, 2.10c, 2.10d</li> <li>• 2.W.3- Focuses on students’ revising and editing skills.</li> <li>• 2.W.3 A- Addresses skills in 2.10h and 2.10i</li> </ul>
--	--



	<ul style="list-style-type: none"> <li>• 2.LU.1- Focuses on students’ using conventions of Standard English when speaking and writing.</li> <li>• 2.LU.1 A- Combines the skills addressed in 2.1e and 2.11a in the 2017 Standards</li> <li>• 2.LU.1 C- Provides specificity on the skills addressed in 2.11d in the 2017 Standards</li> <li>• 2.LU.1 E- Addresses skills in 2.11j in the 2017 Standards</li> <li>• 2.LU.1 F- Addresses skills in 2.11g in the 2017 Standards</li> <li>• 2.LU.1 G- Combines skills from 2.11e and 2.11f in the 2017 Standards</li> <li>• 2.LU.2- Focuses on grade level expectations for students’ mechanics in writing.</li> <li>• 2.LU.2 A- Addresses skills from 2.11b in the 2017 Standards</li> <li>• 2.LU.2 B-This is 2.11i in the 2017 Standards</li> <li>• 2.LU.2 C- Addresses skills from 2.11h</li> <li>• 2.C.1- Focuses on students building skills around communication, listening, and collaboration.</li> <li>• 2.C.1 A- Adds specificity to 2.1g in the 2017 Standards</li> <li>• 2.C.1 A i- Addresses skills from 2.1a in the 2017 Standards</li> <li>• 2.C.1 A ii- Addresses skills from 2.11 in the 2017 Standards</li> <li>• 2.C.1 A iii- Addresses skills from 2.1h in the 2017 Standards</li> <li>• 2.C.1 A iv- Combines skills from 2.1a and 2.1h in 2017</li> <li>• 2.C.2- Focuses on students building skills around speaking and presentation of idea.</li> <li>• 2.C.2 A- Address skills from 2.1d in the 2017 Standards</li> <li>• 2.C.2 A i- Addresses skills from 2.1c in the 2017 Standards</li> <li>• 2.C.2 B- Comines skills addressed in 2.2a and 2.2b in the 2017 Standards</li> <li>• 2.C.2 C- Addresses skills from 2.1i in the 2017 Standards</li> <li>• 2.C.3- Focuses on students’ use of multimodal tools</li> <li>• 2.C.3 A- Addresses skills from 2.1m in the 2017 Standards</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 2.R.1- Focuses on students conducting research to build knowledge or solve problems.</li> <li>• 2.R.1 A- Combines skills addressed in 2.12a/b in the 2017 Standards</li> <li>• 2.R.1 B- Combines skills addressed in 2.12c/d in the 2017 Standards</li> <li>• 2.R.1 D- Addresses skills in 2.12e in the 2017 Standards</li> <li>• 2.R.1 E- Addresses skills in 2.12f in the 2017 Standards</li> </ul>
<b>Deletions from Grade 2 (2017 SOL)</b>	<b>Additions to Grade 2 (2024 SOL)</b>
<ul style="list-style-type: none"> <li>• 2.2c- Moved to Grade 1</li> <li>• 2.2 d/e- Removed to reflect science-based reading research</li> <li>• 2.5a- Removed to reflect science-based reading research</li> <li>• 2.7b- Moved to Grade 1</li> <li>• 2.11k- Moved to Grade 1</li> </ul>	<ul style="list-style-type: none"> <li>• 2.FFR.3- Increased the rigor and provided specificity in the expectations of students' decoding and encoding ability</li> <li>• 2.FFR.3 E- Builds on the foundation from 1.5h from the 2017 Standards</li> <li>• 2.RV.1- Increased the rigor and provided specificity for students' vocabulary development through discussions, reading grade level text, and listening to texts read aloud.</li> <li>• 2.RV.1 G- Increased the rigor for students to widely listen and read text across a range of genres, styles, and topics. This is built on 3.4e in the 2017 Standards.</li> <li>• 2.RV.1 H- Increased rigor for students to use newly learned words and phrases. This is based on 3.1f in the 2017 Standards.</li> <li>• 2.RL.3- Focuses on students making connections between and within literary texts.</li> <li>• 2.RL.3 B- Added to increase the rigor for students to understand how dialogue is used to reveal characters' thoughts and perspectives.</li> <li>• 2.RL.3 C- Increased rigor for students to compare and contrast story elements across stories. This is based on 3.5d in the 2017 Standards.</li> <li>• 2.RI.1- Focuses on key ideas and confirming details in informational texts.</li> </ul>

	<ul style="list-style-type: none"> <li>• 2.RI.1 C- Increases the rigor by having them differentiate between facts and opinions within texts. This is based on 4.6g in the 2017 Standards.</li> <li>• 2.RI.2- Focuses on craft and style for informational texts.</li> <li>• 2.RI.2 B- Increased rigor and specificity from 3.6a in the 2017 Standards.</li> <li>• 2.RI.3- Focuses on students making connections between and within informational texts.</li> <li>• 2.RI.3 B- Increased rigor by having students compare and contrast important points presented in two texts. This is based on 5.6j in the 2017 Standards.</li> <li>• 2.RI.3 C-New strand for Grade 2 focusing on students describing the interactions between two individuals, events, ideas or pieces of information in texts.</li> <li>• 2.FFW.1- Focuses on students' ability to print legibly while beginning the transition to cursive.</li> <li>• 2.FFW.1 A- Provides specificity on maintaining legible printing while beginning to transition to cursive.</li> <li>• 2.FFW.2- Focuses on grade level expectations for students' spelling.</li> <li>• 2.FFW.2 B- Added to highlight the importance of spelling multisyllabic words.</li> <li>• 2.FFW.2 C/D- Added to include the importance of spelling grade-level high-frequency words with automaticity and accuracy.</li> <li>• 2.W.1- Focuses on students' ability to write in a variety of forms including narratives, descriptive, and in response to texts.</li> <li>• 2.W.1 D- Added to included responding in writing to texts read or heard.</li> <li>• 2.W.3- Focuses on students' revising and editing skills.</li> <li>• 2.W.3 B- Added to provided specificity in the role of editing writing.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• 2.LU.1- Focuses on students’ using conventions of Standard English when speaking and writing.</li> <li>• 2.LU.1 C- Added to increase rigor, this was 3.9j in the 2017 Standards</li> <li>• 2.LU.1 D-Added to increase rigor</li> <li>• 2.LU.1 F- Added to increase rigor, this was 4.8a in the 2017 Standards</li> <li>• 2.LU.1 G-Added to increase rigor, this was 4.8b in the 2017 Standards</li> <li>• 2.C.2-Focuses on students building skills around speaking and presentation of idea.</li> <li>• 2.C.2 A ii- Added to increase rigor.</li> <li>• 2.R.1- Focuses on students conducting research to build knowledge or solve problems.</li> <li>• 2.R.1 C- Added to increase rigor</li> </ul>
--	---

## Grade 3 ELA Standards of Learning – 2024 Overview of Revisions

**Foundations for Reading:** *These standards focus on fostering students' understanding and working knowledge of foundational reading skills. The Foundations for Reading strand is organized into three categories: Print Concepts, Phonological and Phonemic Awareness, and Phonics and Word Analysis. The Print Concept standards directly addresses the skills needed for students to understand how print works. The Phonological and Phonemic Awareness standards directly focus on students' understanding of how speech can be broken into smaller units of sound. An emphasis is placed on phonemic awareness, understanding the individual sounds (phonemes) within a word and blending and segmenting words and syllables at the phoneme level. The Phonics and Word Analysis strand contains grade level expectations for the phonics features students will apply. These standards include the use of syllables and affixes to aid in decoding, highlighting that English is a morphophonemic language. The foundational skills addressed in these standards are necessary and important components in students developing proficiency in reading, but they are not the end goal themselves.*

- Demonstrate understandings of how to decode words/syllables that contain digraphs, beginning and ending blends, open and closed syllables, vowel-consonant-e, common vowel teams, and r-controlled vowels.
- Demonstrate understandings of how to decode multisyllabic words using knowledge of syllable types and affixes.

**Developing Skilled Readers and Building Reading Stamina:** *Developing and building knowledge, comprehension, and vocabulary skills by regularly reading literary and information texts, including those that have similar topics. Students achieve this by reading a range of challenging and complex texts. To support reading comprehension, students should build fluency to read words accurately, quickly, and with appropriate expression. Students will also use reading strategies to support their comprehension when they encounter a challenging section or passage. Students will also use what they have read as evidence to support their claims in their discussions and writings, including quotations or paraphrasing when relevant. Strands from the 2017 Reading standards (e.g., reading fiction, reading nonfiction, and reading vocabulary) have been included into Developing Skilled Readers. This strand has been added to the 2024 English Standards of Learning, and it serves as the bedrock for grade-level reading comprehension expectations and should be applied when students are reading, writing, collaborating, and researching.*

- Routinely read and listen to engaging texts around a similar topic to gain knowledge and vocabulary.
- Use several pieces of evidence from the text to support their thinking around texts through discussion and or writing.
- Students will read and reread a variety of grade level texts based on quantitative and qualitative analysis chart with accuracy, automaticity, appropriate rate, and meaningful expression.

**Reading and Vocabulary:** *Systematically building vocabulary breadth and depth through engaging in texts and participating in rich conversations. The Reading and Vocabulary strand highlights how word etymology, context clues, and cross-discipline vocabulary words impact reading comprehension.*

- Use newly gained vocabulary from texts and school topics when speaking.
- Use antonyms and synonyms to deepen understanding of a word meaning and relationships.
- Use context of a sentence to apply knowledge of homophones.
- Use knowledge of common grade appropriate suffixes and prefixes to determine the meaning of unknown words.
- Use print and digital word reference tools to determine or clarify the meaning of words and phrases.

**Reading Literary Texts:** *Deepening and demonstrating comprehension in the understanding of complex literary texts, textual elements, structure, and themes. The Reading Literary Texts strand is organized into three categories: Key Ideas and Plot Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named “Reading Fiction.” The Key Ideas and Plot Details section contains the standards that directly address the literary elements (e.g., characterization, literary forms) that impact the plot and theme. The Craft and Style section contains the standards that address how the author’s choice of vocabulary, rhetorical devices, figurative language, and text organization and structure are used to convey a message. The Integration of Concepts section contains the standards that address how interactions between characters, events, and settings influence the text.*

- Read and listen to a variety of literary texts with a focus on folklore and tall tales.
- Identify thematic topics and lessons learned.
- Identify the characteristics of different genres.
- Compare and contrast paired literary and informational nonfiction texts.
- Compare and contrast the themes, settings, and plot of stories written by the same author about the same or similar characters.

**Reading Informational Texts:** *Deepening and demonstrating comprehension in the understanding of complex informational text, textual elements, structures, and purposes. The Reading Informational Texts strand is organized into three categories: Key Ideas and Confirming Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named “Reading Nonfiction.” The Key Ideas and Confirming Details section contains the standards that directly address the skills associated with reading informational texts (e.g., summarizing main ideas, analyzing examples and anecdotes, and tracing arguments) that are supported by evidence and reasons. The Craft and Style section contains the standards that address how the author’s choice of vocabulary, text features, organizational pattern, language structures, and perspective are used to convey a message. The Integration of Concepts section*

*contains the standards that address how interactions between specific sentences, paragraphs, or sections contribute to the development of ideas and showcase an author's perspective.*

- Determine the main idea of a multi-paragraph text as well as specific paragraphs within a text.
- Describe major structural differences between organizational patterns of different informational texts.
- Compare and contrast the most important points and key details presenting in two texts on the same topic.

**Foundations for Writing:** *The Foundations for Writing strand has been organized into two categories: Handwriting and Spelling. These foundational writing skills are necessary so that students can successfully communicate their ideas in writing. The standards in Handwriting address students' ability to be accurate and automatic with letter formation in printing and cursive. These standards also address skills like applying spaces between words and students signing their first and last names. The Spelling standards contain the phonics features that students are responsible for at each grade level.*

- Maintain legible printing.
- Build accuracy and automaticity with letter formation and writing in cursive.

**Writing:** *Composing a variety of writings for diverse audiences and purposes. The Writing strand has been organized into four categories: Modes and Purposes for Writing, Organization and Composition, and Usage and Mechanics (3-12). The Modes and Purposes for Writing section contains strands and skills associated with writing narratives, expository texts, persuasively about topics or texts, and reflectively in response to text(s). The Organization and Composition section contains the skills associated with the recursive writing process, such as planning, drafting, revising, and editing when writing multi-paragraph texts. The Usage and Mechanics section contains the skills specifically addressed when revising and editing. In 2017, Grammar and Usage were a part of the Writing strand, and it has been moved to Language Usage in 2024.*

- Recognize that different forms of writing have distinctive patterns of organization to support their purpose.
- Engage in the writing process to compose a well-developed paragraph.
- With guidance and support from peers and adults, revise and edit writing for clarity and conventions.

**Language Usage:** *Developing and using the conventions of Standard English when speaking and writing as appropriate for the context. These standards house the grade level expectations for grammar and usage when applied to speaking and writing. These standards grow in content and rigor across the grade levels. In 2017, this strand was formerly a part of the Writing strand. The Grammar section contains the specific conventions and functions of words to be learned in the grade level (e.g., adverbs, phrases and*

*clauses, and pronoun-antecedent agreement) that impact sentence construction by applying them for specific purposes. The Mechanics section contains the punctuation and spelling expectations for the grade level that support readability for comprehension.*

- Produce and expand both simple and compound sentences.
- Eliminate double negatives when speaking and writing.
- Use commas in series, dates, addresses and in greeting and closing of letters.

**Communication and Multimodal Literacies:** *Developing effective oral communication and collaboration skills. The Communication and Multimodal Literacies strand is now organized into four categories: Communication, Listening, and Collaboration, Speaking and Presentation of Ideas, Integrating Multimodal Literacies, and Examining Media Messages. The Communication, Listening, and Collaboration strand contains how students facilitate and collaborate with diverse partners through discussions. The Speaking and Presentation of Ideas section contains the strands and skills associated with student expectations when reporting on a topic or presenting an opinion. The Integrating Multimodal Literacies section contains the strands associated with using multimodal content to craft and publish media messages for various audience. The Examining Media Messages section contains stands and skills associated with interpreting and explaining the characteristics, information, and impact of media messages on the intended audience.*

- Participate in a range of collaborate discussions around grade three topics and texts.
- Use language and style as appropriate to audience, topic and purpose.

**Research:** *Conducting research and reading conceptually related texts for a variety of purposes. The Research strand has been organized into one category: Evaluation and Synthesis of Information. Students are encouraged to formulate questions, evaluate the validity of their research from multiple sources, and apply it in their writing and/or responses.*

- Generate questions, find and evaluate and organize information from a range of sources.
- Share findings orally, in writing or through visual display with others while avoiding plagiarism.



## Comparison of Grade 3 English *Standards of Learning*- 2017 to 2024

Foundations for Reading (FFR)	
Grade Three 2017 <i>Standards of Learning</i>	Grade Three 2024 <i>Standards of Learning</i>
<p>3.1 The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none"> <li>a) Use knowledge of regular and irregular vowel patterns.</li> <li>b) Decode regular multisyllabic words.</li> </ul>	<p><b>3.FFR.1 See Kindergarten for standards that address Print Concepts.</b></p> <p><b>3.FFR.2 See Kindergarten through grade two for standards that address Phonological and Phonemic Awareness.</b></p> <p><b>3.FFR.3 Phonics and Word Recognition: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.</b></p> <ul style="list-style-type: none"> <li>A. Decode and encode words with vowel teams and r-controlled vowels.</li> <li>B. Use knowledge of syllabication and syllable types to decode and encode words.</li> <li>C. Use knowledge of affixes (e.g., suffixes, prefixes) to decode and encode words.</li> <li>D. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.</li> </ul>

Developing Skilled Readers and Building Reading Stamina (DSR)	
Grade Three 2017 <i>Standards of Learning</i>	Grade Three 2024 <i>Standards of Learning</i>
<p>3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <ul style="list-style-type: none"> <li>c) Make, confirm, and revise predictions.</li> <li>e) Summarize plot events.</li> <li>g) Ask and answer questions about what is read.</li> <li>h) Draw conclusions using the text for support.</li> </ul>	<p><b>3.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely on topics to gain purposeful knowledge and</b></p>

<p>k) Use reading strategies to monitor comprehension throughout the reading process.</p> <p>l) Differentiate between fiction and nonfiction.</p> <p>m) Read with fluency, accuracy, and meaningful expression.</p> <p>3.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>c) Preview and use text features including table of contents, headings, pictures, captions, maps, indices, and charts.</p> <p>d) Ask and answer questions about what is read using the text for support.-</p> <p>e) Draw conclusions using the text for support.</p> <p>i) Use reading strategies to monitor comprehension throughout the reading process.</p> <p>j) Read with fluency, accuracy, and meaningful expression.</p>	<p><b>vocabulary, and using reading strategies when comprehension breaks down.</b></p> <p>A. Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary <b>(Reading Fluency, K-12)</b>.</p> <p>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 2-3 bands (See Quantitative and Qualitative Analysis charts for determining complexity in the Appendix) <b>(Text Complexity, 2-12)</b>.</p> <p>C. When responding to texts through discussions and/or writing, draw several pieces of evidence from read alouds and grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located <b>(Textual Evidence, K-12)</b>.</p> <p>D. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use background knowledge as context for new learning <b>(Deep Reading on Topics to Build Knowledge and Vocabulary K-12)</b>.</p> <p>E. Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others <b>(Reading Strategies, 3-12)</b>.</p>
---	--

	<b>*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.</b>
--	---

<b>Reading and Vocabulary (RV)</b>	
<b>Grade Three 2017 <i>Standards of Learning</i></b>	<b>Grade Three 2024 <i>Standards of Learning</i></b>
<p>3.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>a) Use knowledge of homophones.</li> <li>b) Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words.</li> <li>c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.</li> <li>d) Use context to clarify meaning of unfamiliar words.</li> <li>e) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.</li> <li>f) Use vocabulary from other content areas.</li> <li>g) Use word-reference resources including the glossary, dictionary, and thesaurus.</li> </ul>	<p><b>3.RV The student will systematically build vocabulary and word knowledge based on grade--three content and texts read or heard.</b></p> <p><b>3.RV.1 Vocabulary Development and Word Analysis</b></p> <ul style="list-style-type: none"> <li>A. Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.</li> <li>B. Discuss meanings of complex words and phrases acquired through conversations and literature.</li> <li>C. Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g. <i>-s</i>, <i>-ing</i>, <i>-ed</i>).</li> <li>D. Use the context of a sentence to apply knowledge of homophones.</li> <li>E. Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.</li> <li>F. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.</li> <li>G. Distinguish shades of meaning among verbs and adjectives.</li> <li>H. Use strategies to infer word meanings.</li> <li>I. Use glossaries, beginning dictionaries and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>

	J. Use newly learned words and phrases in discussions and speaking activities.
--	--

Reading Literary Text (RL)	
Grade Three 2017 <i>Standards of Learning</i>	Grade Three 2024 <i>Standards of Learning</i>
<p>3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <ul style="list-style-type: none"> <li>a) Set a purpose for reading.</li> <li>b) Make connections between reading selections.</li> <li>d) Compare and contrast settings, characters, and plot events.</li> <li>f) Identify the narrator of a story.</li> <li>i) Identify the conflict and resolution.</li> <li>j) Identify the theme.</li> </ul>	<p><b>3.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tale, with a focus on folklore and tall tales.</b></p> <p><b>3.RL.1 Key Ideas and Plot Details</b></p> <ul style="list-style-type: none"> <li>A. Identify thematic topics of stories (e.g. friendship, survival, determination) and the lessons learned.</li> <li>B. Identify the central conflict and resolution using events from the plot to summarize the text.</li> <li>C. Describe a character’s attributes, including their traits, motivations, or feelings and how they develop throughout the text.</li> </ul> <p><b>3.RL.2 Craft and Style</b></p> <ul style="list-style-type: none"> <li>A. Discuss how an author uses characters and settings to advance the plot.</li> <li>B. Identify and explain how an author uses sensory language (e.g., sights, sounds, smells, and tastes) to impact a reader’s understanding of characters, settings, and plot events.</li> </ul>

	<p>C. Identify the narrator of a story and the speaker of a poem.</p> <p>D. Identify the characteristics of different genres.</p> <p><b>3.RL.3 Integration of Concepts</b></p> <p>A. Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge.</p> <p>B. Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events.</p> <p>C. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>
--	---

<b>Reading Informational Texts (RI)</b>	
<b>Grade Three 2017 <i>Standards of Learning</i></b>	<b>Grade Three 2024 <i>Standards of Learning</i></b>
<p>3.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>a) Identify the author’s purpose.</p> <p>b) Use prior and background knowledge as context for new learning.</p> <p>f) Summarize information found in nonfiction texts.</p> <p>g) Identify the main idea.</p> <p>h) Identify supporting details.</p>	<p><b>3.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.</b></p> <p><b>3.RI.1 Key Ideas and Confirming Details</b></p> <p>A. Determine the main idea of multi-paragraph texts as well as specific paragraphs within them.</p> <p>B. Summarize texts using language that pertains to time, sequence, and cause and effect, referring to historical events, scientific ideas, or steps in technical procedures.</p> <p>C. Identify and explain how an author uses reasons and evidence to support specific points in texts.</p> <p><b>3.RI.2 Craft and Style</b></p>

	<p>A. Describe major structural differences between the organizational patterns of different informational texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological order) and how they support a reader’s understanding of the text.</p> <p>B. Use text features and search tools (e.g., sidebars, hyperlink) to locate and gain information efficiently.</p> <p>C. Identify the author’s purpose for writing, including what the author wants to answer, explain, or describe.</p> <p><b>3.RI.3 Integration of Concepts</b></p> <p>A. Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>B. Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>C. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>D. Demonstrate comprehension by writing about what is read using the text for support.</p>
--	--

Foundations for Writing (FFW)	
Grade Three 2017 <i>Standards of Learning</i>	Grade Three 2024 <i>Standards of Learning</i>
<p>3.7 The student will write legibly in cursive.</p> <p>a) Write capital and lowercase letters of the alphabet.</p> <p>b) Sign his/her first and last names.</p>	<p><b>3.FFW The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.</b></p> <p><b>3.FFW.1 Handwriting</b></p> <p>A. Maintain legible printing.</p>

	<p>B. Write capital and lowercase letters of the alphabet using correct letter formation in cursive.</p> <p>C. Sign his/her first and last name.</p> <p>D. Form cursive letters with flow from one letter to the next within names and words.</p> <p><b>3.FFW.2 Spelling</b></p> <p>A. Use phoneme-grapheme correspondence to encode (spell) multisyllabic words.</p> <p>B. Use common affixes to encode (spell) words.</p> <p>C. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.</p>
--	--

Writing (W)	
Grade Three 2017 <i>Standards of Learning</i>	Grade Three 2024 <i>Standards of Learning</i>
<p>3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>a) Engage in writing as a process.</p> <p>b) Identify audience and purpose.</p> <p>c) Use a variety of prewriting strategies.</p> <p>d) Use organizational strategies to structure writing according to type.</p> <p>e) Write a clear topic sentence focusing on main idea.</p> <p>f) Elaborate writing by including supporting details.</p> <p>g) Use transition words to vary sentence structure.</p> <p>h) Express an opinion about a topic and provide fact-based reasons for support.</p>	<p><b>3.W The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.</b></p> <p><b>3.W.1 Modes and Purposes for Writing</b></p> <p>A. Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.</p> <p>B. Write personal or fictional narratives that organize event sequences that unfold naturally.</p> <p>C. Write informative/explanatory texts to examine a topic that develops the topic with facts and details.</p> <p>D. Write opinion pieces on topics or texts, supporting a point of view with facts and reasons.</p>

<p>i) Write a well-developed paragraph focusing on the main idea.</p> <p>j) Revise writing for clarity of content using specific vocabulary and information.</p>	<p>E. Write in response to text(s) read or heard to share thinking using supporting details from the text.</p> <p><b>3.W.2 Organization and Composition</b></p> <p>A. Engage in writing as a process to compose a well-developed paragraph. This includes:</p> <ul style="list-style-type: none"> <li>i. Writing a clear topic sentence focusing on a main idea.</li> <li>ii. Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre.</li> <li>iii. Elaborating writing by including supporting details.</li> <li>iv. Using transition words to vary sentence structure.</li> <li>v. Providing a concluding statement.</li> </ul> <p><b>3.W.3 Usage and Mechanics</b></p> <p>A. With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.</p> <p>B. With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations).</p>
--	---

<b>Language Usage (LU)</b>	
<b>Grade Three 2017 <i>Standards of Learning</i></b>	<b>Grade Three 2024 <i>Standards of Learning</i></b>
<p>3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <ul style="list-style-type: none"> <li>a) Use complete sentences.</li> <li>b) Use the word I in compound subjects.</li> </ul>	<p><b>3.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</b></p>



<ul style="list-style-type: none"> <li>c) Use past and present verb tense.</li> <li>d) Use adjectives correctly.</li> <li>e) Use singular possessives.</li> <li>f) Use commas in a simple series.</li> <li>g) Use simple abbreviations.</li> <li>h) Use apostrophes in contractions with pronouns and in possessives.</li> <li>i) Use the articles a, an, and the correctly.</li> <li>j) Use correct spelling including irregular plurals.</li> <li>k) Indicate paragraphing by indenting or skipping a line.</li> </ul>	<p><b>3.LU.1 Grammar</b></p> <ul style="list-style-type: none"> <li>A. Produce, expand, and rearrange simple and compound sentences when speaking and writing.</li> <li>B. Distinguish between complete and incomplete sentences.</li> <li>C. Form and use comparative and superlative adjectives when speaking and writing.</li> <li>D. Form and use regular and irregular verbs when speaking and writing.</li> <li>E. Use subject-verb agreement in simple sentences.</li> <li>F. Eliminate double negatives when speaking and writing.</li> </ul> <p><b>3.LU.2 Mechanics</b></p> <ul style="list-style-type: none"> <li>A. Use commas in series, dates, addresses, and in greetings and closings of letters.</li> <li>B. Use apostrophes to form contractions and frequently occurring possessions in writing.</li> <li>C. Capitalize holidays, names, and places.</li> <li>D. Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge.</li> </ul> <p>Consult reference materials, including beginning dictionaries to check and correct spelling.</p>
--	---

Communications (C)	
Grade Three 2017 <i>Standards of Learning</i>	Grade Three 2024 <i>Standards of Learning</i>
3.1 The student will use effective communication skills in a variety of settings.	<b>3.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</b>

<p>a) Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.</p> <p>b) Present accurate directions to individuals and small groups.</p> <p>c) Ask and respond to questions from teachers and other group members.</p> <p>d) Orally summarize information expressing ideas clearly.</p> <p>e) Use language appropriate for context and audience.</p> <p>f) Increase listening and speaking vocabularies.</p> <p>g) Participate in collaborative discussions.</p> <p>h) Work respectfully with others in pairs, diverse groups, and whole class settings.</p> <p>3.2 The student will give oral presentations.</p> <p>a) Speak clearly using appropriate volume.</p> <p>b) Speak at an understandable rate.</p> <p>c) Make eye contact with the audience.</p> <p>d) Organize ideas sequentially or around major points of information using appropriate facts and relevant details.</p> <p>e) Use contextually appropriate language and specific vocabulary to communicate ideas.</p> <p>f) Use multimodal tools to create presentations and enhance communication.</p>	<p><b>3.C.1 Communication, Listening, and Collaboration</b></p> <p>A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and texts. This includes:</p> <ul style="list-style-type: none"> <li>i. Listening actively and speaking using agreed-upon discussion rules.</li> <li>ii. Respectfully building on others' ideas and expressing their own clearly.</li> <li>iii. Asking and responding to questions that acquire or confirm information on a topic and link their comments to the remarks of others.</li> <li>iv. Actively engaging throughout the collaboration.</li> </ul> <p><b>3.C.2 Speaking and Presentation of Ideas</b></p> <p>A. Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:</p> <ul style="list-style-type: none"> <li>i. Using descriptive details and appropriate facts to support themes or central ideas.</li> <li>ii. Speaking audibly with appropriate pacing, prosody, and voice level.</li> <li>iii. Using language (formal or informal) and style as appropriate to audience, topic, and purpose.</li> </ul> <p><b>3.C.3 Integrating Multimodal Literacies</b></p> <p>A. Create a simple presentation using multimodal tools that enhance the topic and/or presentation.</p> <p><b>3.C.4 Examining Media Messages</b></p>
--	--

	**Standards that address Examining Media Messages begin in Grade Four.
--	--

Research (R)	
3 <sup>rd</sup> Grade 2017	3 <sup>rd</sup> Grade 2024 <i>Standards of Learning</i>
<p>3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.</p> <ul style="list-style-type: none"> <li>a) Construct questions about the topic.</li> <li>b) Access appropriate resources.</li> <li>c) Collect and organize information about the topic.</li> <li>d) Evaluate the relevance of the information.</li> <li>e) Avoid plagiarism and use own words.</li> <li>f) Demonstrate ethical use of the Internet</li> </ul>	<p><b>3.R The student will conduct research and read or listen to a series of conceptually related texts on selected topics to build knowledge on grade-three content and texts, solve problems and support cross-curricular learning.</b></p> <p><b>3.R.1 Evaluation and Synthesis of Information</b></p> <ul style="list-style-type: none"> <li>A. Identify a topic and generate questions that explore the topic.</li> <li>B. Locate information in reference texts, electronic resources, provided sources, or through interviews and take brief notes on sources.</li> <li>C. Organize evidence into relevant categories, recognizing that some sources may be more reliable than others.</li> <li>D. Organize and share information orally, in writing, or through visual display.</li> </ul> <p>Avoid plagiarism, giving credit to sources of information (title and author when available).</p>

Grade 3 (2017 SOL to 2024 SOL Numbering)	Parameter Changes/Clarifications (2024 SOL)
<ul style="list-style-type: none"> <li>• 3.1 --&gt; 3.C.1, 3.C.2</li> <li>• 3.2 --&gt; 3.C.2, 3.C.3</li> <li>• 3.3 --&gt; 3.FFR.3</li> <li>• 3.4 --&gt; 3.DSR, 3.RV.1, 3.RL.3,</li> <li>• 3.5 --&gt; 3.DSR, 3.RL.1, 3.RL.2, 3.RL.3,</li> <li>• 3.6 --&gt; 3.FFR.3, 3.DSR, 3.RI.1, 3.RI.2, 3.RI.3</li> <li>• 3.7 --&gt; 3.FFW.1, 3.W.1, 3.W.2, 3.W.3, 3.LU.1, 3.LU.2</li> <li>• 3.8 --&gt; 3.W.1, 3.W.2</li> <li>• 3.9 --&gt; 3.W.3, 3.W.2</li> <li>• 3.10 --&gt; 3.R.1</li> </ul>	<ul style="list-style-type: none"> <li>• 3.FFR.3- Focuses on students’ phonic and word analysis</li> <li>• 3.FFR.3 A.-Combines skills addressed in 3.3a and 3.3b from 2017 Standards; provides more specificity regarding types of words a student will decode and encode at grade level.</li> <li>• 3.FFR.3 B. - Combines skills addressed in 3.3a and 3.3b from 2107 Standards; clarifies that a student will use understanding of syllabication to decode and encode words.</li> <li>• 3.FFR.3 C/D -Addresses skills in 3.3a,3.3b, and 3.6b from 2017 Standards; moved here to address grade level foundational reading skills for phonics and word recognition.</li> <li>• 3.DSR- Addresses skills students need to practice in order to read more fluently, purposefully, and build word and world knowledge.</li> <li>• 3.DSR A. -Combines skills addressed in 3.5k and 3.6j from the 2017 Standards; provides more specific indicators of fluent reading such as accuracy, automaticity, appropriate rate, and meaningful expression.</li> <li>• 3.DSR B.- Addresses 3.4 from the 2017 Standards; provides more specificity on appropriate grade level text complexity to be used with the Text Complexity chart in the appendix.</li> <li>• 3.DSR C.-Combines skills addressed in 3.5c, 3.5g, 3.5h and 3.6d, 3.6e from the 2017 Standards; applies comprehension of what is read through discussion and writing utilizing skills such as supporting claims, drawing conclusions, and making inferences.</li> <li>• 3.DSR D.-Specifies building word knowledge by reading texts on the same topic or theme.</li> </ul>

	<ul style="list-style-type: none"> <li>• 3.DSR E.-Addresses skills in 3.5k and 3.6i from the 2017 Standards; includes specific strategies such as looking at text organizational structures, summarizing, and asking question of the text.</li> <li>• 3.RV.1 Focuses on students systematically building vocabulary from listening to texts, and discussions.</li> <li>• 3.RV.1 A/B- Address skills in 3.4c and 3.4e, and 3.4f from the 2017 Standards; specifies academic/content specific language and using discussion as a way of understanding complex words/phrases.</li> <li>• 3.RV.1 C.-Addresses skills in 3.4b from the 2017 Standards.</li> <li>• 3.RV.1 D.-Addresses skills in 3.4a from the 2017 Standards.</li> <li>• 3.RV.1 E.-Combines skills in 3.4b and 3.4c from the 2017 Standards.</li> <li>• 3.RV.1 I.-Addresses skills n 3.4g from the 2017 Standards.</li> <li>• 3.RL.1- Focuses on key ideas and plot details in literary texts.</li> <li>• 3.RL.1 A.-Addresses skill in 3.5j from the 2017 Standards.</li> <li>• 3.RL.1 B.-Combines skills in 3.5d and 3.5i; increases rigor by identifying the conflict and resolution through the use of plot events and summary of the text</li> <li>• 3.RL.1 C.-Addresses skill in 3.5d from the 2017 Standards; specifies the details for describing a character such as attributes, traits, motivations, feelings and increases the rigor by including how characters develop throughout the text.</li> <li>• 3.RL.2- Focuses on author’s craft and style of literary texts.</li> <li>• 3.RL.2 C.-Addresses skills in 3.5f of the 2017 Standards; adds identifying the speaker of a poem.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 3.RL.2 D.-Addresses skills in 3.5b of the 2017 Standards; specifies identifying characteristics of different genres.</li> <li>• 3.RL.3- Focuses on students making connections between and within literary texts.</li> <li>• 3.RL.3 A. Expands upon the skill addressed in 3.5a from the 2017 Standards; specifies activating prior and background knowledge.</li> <li>• 3.RL.3 B.-Addresses skills in 3.5b/j from the 2017 Standards; increases the rigor by comparing and contrasting themes, topics, and patterns of events in paired texts.</li> <li>• 3.RL.3 C.-Addresses skills in 3.5b/d/i/j from the 2017 Standards; increases the rigor by comparing and contrasting themes, settings, and plots of stories written by the same author about similar characters.</li> <li>• 3.RI.1 - Focuses on key ideas and confirming details in informational texts.</li> <li>• 3.RI.1 A.-Addresses skill in 3.6g from the 2017 Standards; specifies determining the main idea of multiparagraph texts as well as specific paragraphs within a text.</li> <li>• 3.RI.1 B.-Addresses skill in 3.6f and 3.6h from the 2017 Standards; includes more specification on summarizing such as using language pertaining to time, sequence, and cause and effect; also requires referring to historical events, scientific ideas, or steps in technical procedures.</li> <li>• 3.RI.1 C.-Addresses skills in 3.6a; increases rigor by requiring identifying and explaining how an author uses reasons and evidence to support specific points in a text.</li> <li>• 3.RI.2- Focuses on craft and style for informational texts.</li> <li>• 3.RI.2 C.-Addresses skills in 3.6a; specifies identifying the author's purpose by including what the author wants to answer, explain, or describe.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 3.RI.3 - Focuses on students making connections between and within informational texts.</li> <li>• 3.RI.3 A.-Addresses same skills in 3.6b from the 2017 Standards.</li> <li>• 3.FFW.1- Focuses on students' ability to print legibly and transition to cursive.</li> <li>• 3.FFW.1 A/B/C/D-Address same skills in 3.7a, 3.7b of the 2017 Standards.</li> <li>• 3.W.1 - Focuses on students' ability to write in a variety of forms including narratives, descriptive, and in response to texts.</li> <li>• 3.W.1 A.-Combines skills in 3.7a and 3.7d from the 2017 Standards.</li> <li>• 3.W.1 D.-Addresses skills in 3.7h from the 2017 Standards; adds supporting a point of view with facts and reasons.</li> <li>• 3.W.2 - Focuses on students' writing organization and composition skills.</li> <li>• 3.W.2 A. i-iv addresses skills in 3.7a, 3.7e, 3.7f, 3.7g from the 2017 Standards.</li> <li>• 3.W.3 - Focuses on students' revising and editing skills.</li> <li>• 3.W.3 A/B-Addresses skills in 3.7j from the 2017 Standards; B specifies editing for capitalization, usage, punctuation, and spelling. These standards connect to the Language Usage standards for grade three.</li> <li>• 3.LU.1 - Focuses on students' using conventions of Standard English when speaking and writing.</li> <li>• 3.LU.1 C.-Addresses the skills in 3.7d, 3.7e from the 2017 Standards.</li> <li>• 3.LU.1 D.- Addresses skills in 3.7c from 2017 Standards; specifies regular and irregular verbs.</li> <li>• 3.LU.2- - Focuses on grade level expectations for students' mechanics in writing.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 3.LU.2 A.-Addresses skills in 3.7f from 2017 Standards; specifies comma use in series, dates, addresses, greetings and closings of letters.</li> <li>• 3.LU.2 B.-Addresses skills in 3.7h from 2017 Standards.</li> <li>• 3.C.1 - Focuses on students building skills around communication, listening, and collaboration.</li> <li>• 3.C.1 Ai.-This is 3.1a in the 2017 Standards.</li> <li>• 3.C.1 Aii-iv- Address the skills in 3.1b, 3.1c, 3.1d, 3.1f, 3.1g, 3.1h from the 2017 Standards.</li> <li>• 3.C.2 - Focuses on students building skills around speaking and presentation of idea.</li> <li>• 3.C.2 Ai.-ii-Addresses skills in 3.1e, 3.2a, 3.2b, 3.2d from the 2017 Standards.</li> <li>• 3.C.2 Aiii-Addresses skills in 3.2e from the 2017 Standards.</li> <li>• 3.C.3 - Focuses on students' use of multimodal tools in presentations.</li> <li>• 3.C.3 A.-Addresses skills in 3.2f from the 2017 Standards.</li> <li>• 3.R.1- Focuses on students conducting research to build knowledge or solve problems.</li> <li>• 3.R.1 A.-This is 3.10a from the 2017 Standards.</li> <li>• 3.R.1 B.-This is 3.10b from the 2017 Standards; specifies types of materials from which to locate information such as reference texts, electronic resources, provided sources, interviews-increases rigor by requiring practice in taking brief notes on the sources.</li> <li>• 3.R.1 C.-This combines 3.10c and 3.10d from the 2017 Standards.</li> <li>• 3.R.1 E.-This is 3.10e and 3.10f from the 2017 Standards.</li> </ul>
<b>Deletions from Grade 3 (2017 SOL)</b>	<b>Additions to Grade 3 (2024 SOL)</b>



<ul style="list-style-type: none"> <li>• 3.2c- removed to reflect current reading research.</li> </ul>	<ul style="list-style-type: none"> <li>• 3.RV- Increased the rigor and provided specificity for students' vocabulary development through discussions, reading grade level text, and listening to texts read aloud.</li> <li>• 3.RV F-New standard that addresses increasing breadth of vocabulary knowledge.</li> <li>• 3.RV G.-New standard that applies understanding of shades of meaning or various degrees of verbs and adjectives.</li> <li>• 3.RV H.-New standard that applies the use of strategies learned to determine meanings of words.</li> <li>• 3.RV J.-New standard that applies appropriate use of new words/phrases in conversations and when speaking.</li> <li>• 3.RL.2 Focuses on the author's craft and style in literary texts</li> <li>• 3.RL.2 A.-New standard applies understanding of the author's use of character and setting to advance the plot.</li> <li>• 3.RL.2 B.-New standard applies understanding, through identifying and explaining, the author's use of sensory language.</li> <li>• 3.RI.2 Focuses on the author's craft and style for informational texts.</li> <li>• 3.RI.2 A.-New standard for grade three-includes the specific organizational patterns to describe noting the major structural differences of each and how they support understanding of the text.</li> <li>• 3.RI.2 B.-New standard for grade three-applies using text features and search tools to locate and gain information effectively.</li> <li>• 3.RI.3 Focuses on students making connections between and within informational texts.</li> <li>• 3.RI.3 B.-New standard for grade three-applies comparing and contrasting important details presented in two texts on the same topic.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 3.RI.3 C.-New standard for grade three-applies describing connections between specific historical events, scientific ideas/concepts, or steps in technical procedures in a text.</li> <li>• 3.RI.3 D.-New standard for grade three-applies demonstration of comprehension by utilizing the reciprocal process of writing about what is read using the text for support.</li> <li>• 3.FFW.2- Focuses on grade level expectations for students' spelling.</li> <li>• 3.FFW.2 A/B/C- Added to provide specificity for expectations for grade level spelling.</li> <li>• 3.W.1- Focuses on students' ability to write in a variety of forms including narratives, descriptive, and in response to texts.</li> <li>• 3.W.1 B.-New standard that specifies organizing personal or fictional narratives using event sequences.</li> <li>• 3.W.1 C.-New standard that specifies writing informative or explanatory texts that develops with facts and details.</li> <li>• 3.W.1 E.-New standard that applies writing in response to to what is read/heard and include details from the text for support.</li> <li>• 3.W.2- Focuses on students' writing organization and composition skills.</li> <li>• 3.W.2 A.v- new standard that addresses concluding statement.</li> <li>• 3.LU.1- Focuses on students' using conventions of Standard English when speaking and writing.</li> <li>• 3.LU.1 A.-New standard for grade three-addresses expectations for the use of simple and compound sentences when speaking and writing.</li> <li>• 3.LU.1 B.-New standard for grade three-addresses distinguishing between complete and incomplete sentences.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 3.LU.1 E.-New standard for grade three-specifies use subject-verb agreement.</li> <li>• 3.LU.1 F.-New standard for grade three-applies elimination of double negatives in speaking and writing.</li> <li>• 3.LU.2- Focuses on grade level expectations for students' mechanics in writing.</li> <li>• 3.LU.2 C.-New standard for grade three-applies capitalizing holidays, names, and places.</li> <li>• 3.LU.2 D.-New standard for grade three-specifies types of learned spelling patterns such as high frequency words and grade level word analysis knowledge.</li> <li>• 3.LU.2 E.-New standard in grade three language usage-applies use of reference materials to check for spelling.</li> <li>• 3.R.1- Focuses on students conducting research to build knowledge or solve problems.</li> <li>• 3.R.1 D.-New standard for grade three-applies organization and sharing of information in various modes such as orally, writing, or visual display.</li> </ul>
--	---

## Grade 4 ELA *Standards of Learning* – 2024 Overview of Revisions

**Foundations for Reading:** *These standards focus on fostering students' understanding and working knowledge of foundational reading skills. The Foundations for Reading strand is organized into three categories: Print Concepts (Kindergarten), Phonological and Phonemic Awareness (Kindergarten-Grade 2), and Phonics and Word Analysis. The Print Concept standards directly addresses the skills needed for students to understand how print works. The Phonological and Phonemic Awareness standards directly focus on students' understanding of how speech can be broken into smaller units of sound. An emphasis is placed on phonemic awareness, understanding the individual sounds (phonemes) within a word and blending and segmenting words and syllables at the phoneme level. The Phonics and Word Analysis strand contains grade level expectations for the phonics features students will apply. These standards include the use of syllables and affixes to aid in decoding, highlighting that English is a morphophonemic language. The foundational skills addressed in these standards are necessary and important components in students developing proficiency in reading, but they are not the end goal themselves.*

- Demonstrate understandings of how to decode multisyllabic words using knowledge of syllable types and affixes.

**Developing Skilled Readers and Building Reading Stamina:** *Developing and building knowledge, comprehension, and vocabulary skills by regularly reading literary and information texts, including those that have similar topics. Students achieve this by reading a range of challenging and complex texts. To support reading comprehension, students should build fluency to read words accurately, quickly, and with appropriate expression. Students will also use reading strategies to support their comprehension when they encounter a challenging section or passage. Students will also use what they have read as evidence to support their claims in their discussions and writings, including quotations or paraphrasing when relevant. Strands from the 2017 Reading standards (e.g., reading fiction, reading nonfiction, and reading vocabulary) have been included in Developing Skilled Readers. This strand has been newly added to the 2024 English Standards of Learning, and it serves as the bedrock for grade-level reading comprehension expectations and should be applied when students are reading, writing, collaborating, and researching.*

- Routinely read and listen to engaging texts around a similar topic to gain knowledge and vocabulary.
- Use several pieces of evidence from the text to support their thinking around texts through discussion and or writing.
- Students will read and re-read, a variety of grade 4 texts based on quantitative and qualitative analysis chart with accuracy, automaticity, appropriate rate, and meaningful expression.

**Reading and Vocabulary:** *Systematically building vocabulary breadth and depth through engaging in texts and participating in rich conversations. The Reading and Vocabulary strand highlights how word etymology, context clues, and cross-discipline vocabulary words impact reading comprehension.*

- Use newly gained vocabulary from texts and school topics when speaking and writing.
- Develop general academic language and content specific vocabulary.
- Use knowledge of morphology, synonyms and antonyms to determine the meaning of complex words.
- Use strategies to infer word meanings.

**Reading Literary Texts:** *Deepening and demonstrating comprehension in the understanding of complex literary texts, textual elements, structure, and themes. The Reading Literary Texts strand is organized into three categories: Key Ideas and Plot Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named “Reading Fiction.” The Key Ideas and Plot Details section contains the standards that directly address the literary elements (e.g., characterization, literary forms) that impact the plot and theme. The Craft and Style section contains the standards that address how the author’s choice of vocabulary, rhetorical devices, figurative language, and text organization and structure are used to convey a message. The Integration of Concepts section contains the standards that address how interactions between characters, events, and settings influence the text.*

- Read and listen to a variety of literary texts with a focus on realistic fiction and historical fiction.
- Summarize the theme of texts and how the characters respond to challenges.
- Determine how the author uses language, characters, and settings to advance the plot.
- Compare and contrast the treatment of similar themes and topics, and patterns of events in texts from different cultures.

**Reading Informational Texts:** *Deepening and demonstrating comprehension in the understanding of complex informational text, textual elements, structures, and purposes. The Reading Informational Texts strand is organized into three categories: Key Ideas and Confirming Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named “Reading Nonfiction.” The Key Ideas and Confirming Details section contains the standards that directly address the skills associated with reading informational texts (e.g., summarizing main ideas, analyzing examples and anecdotes, and tracing arguments) that are supported by evidence and reasons. The Craft and Style section contains the standards that address how the author’s choice of vocabulary, text features, organizational pattern, language structures, and perspective are used to convey a message. The Integration of Concepts section contains the standards that address how interactions between specific sentences, paragraphs, or sections contribute to the development of ideas and showcase an author's perspective.*

- Distinguish between fact and opinion and explain how an author uses reasons and evidence to support opinions within texts.
- Explain how authors select an organizational pattern using transition words and phrases to support their purpose and readers' understanding of the text.
- Compare and contrast multiple accounts of the same event of topic and describe the differences in focus and the informational provided.

**Foundations for Writing:** *The Foundations for Writing strand has been organized into two categories: Handwriting and Spelling. These foundational writing skills are necessary so that students can successfully communicate their ideas in writing. The standards in Handwriting address students' ability to be accurate and automatic with letter formation in printing and cursive. These standards also address skills like applying spaces between words and students signing their first and last names. The Spelling standards contain the phonics features that students are responsible for at each grade level.*

- Maintain legible printing and cursive.

**Writing:** *Composing a variety of writings for diverse audiences and purposes. The Writing strand has been organized into four categories: Modes and Purposes for Writing, Organization and Composition, and Usage and Mechanics (3-12). The Modes and Purposes for Writing section contains strands and skills associated with writing narratives, expository texts, persuasively about topics or texts, and reflectively in response to text(s). The Organization and Composition section contains the skills associated with the recursive writing process, such as planning, drafting, revising, and editing when writing multi-paragraph texts. The Usage and Mechanics section contains the skills specifically addressed when revising and editing. In 2017, Grammar and Usage were a part of the Writing strand, and it has been moved to Language Usage in 2024.*

- Understand that different forms of writing have distinctive patterns of organization to support their purposes.
- Engage in writing as a process to compose well-developed paragraphs.
- With support from peers and adults, revise and edit writing for clarity and conventions.

**Language Usage:** *Developing and using the conventions of Standard English when speaking and writing as appropriate for the context. These standards house the grade level expectations for grammar and usage when applied to speaking and writing. These standards grow in content and rigor across the grade levels. In 2017, this strand was formerly a part of the Writing strand. The Grammar section contains the specific conventions and functions of words to be learned in the grade level (e.g., adverbs, phrases and clauses, and pronoun-antecedent agreement) that impact sentence construction by applying them for specific purposes. The Mechanics section contains the punctuation and spelling expectations for the grade level that support readability for comprehension.*

- Use coordinating and subordination conjunctions to join words and phrases in a sentence.
- Use commas and quotation marks to indicate dialogue in writing.

**Communication and Multimodal Literacies:** *Developing effective oral communication and collaboration skills. The Communication and Multimodal Literacies strand is now organized into four categories: Communication, Listening, and Collaboration, Speaking and Presentation of Ideas, Integrating Multimodal Literacies, and Examining Media Messages. The Communication, Listening, and Collaboration strand contains how students facilitate and collaborate with diverse partners through discussions. The Speaking and Presentation of Ideas section contains the strands and skills associated with student expectations when reporting on a topic or presenting an opinion. The Integrating Multimodal Literacies section contains the strands associated with using multimodal content to craft and publish media messages for various audience. The Examining Media Messages section contains stands and skills associated with interpreting and explaining the characteristics, information, and impact of media messages on the intended audience.*

- Participate in a range of sustained collaborative discussion with diverse partner on grade four topics and texts.
- Report orally on a topic in an organized manner.
- Select, organize and create engaging presentations that include multimedia components and visual displays.
- Compare and contrast how ideas and topics are depicted in a variety of media and formats.

**Research:** *Conducting research and reading conceptually related texts for a variety of purposes. The Research strand has been organized into one category: Evaluation and Synthesis of Information. Students are encouraged to formulate questions, evaluate the validity of their research from multiple sources, and apply it in their writing and/or responses.*

- Construct and formulate questions about a topic, identify search terms to locate information, organize and synthesize information from digital and print resources, organize and share information while avoiding plagiarism.

## Comparison of Grade 4 English *Standards of Learning*- 2017 to 2024

Foundations for Reading (FFR)	
Grade Four 2017 <i>Standards of Learning</i>	Grade Four 2024 <i>Standards of Learning</i>
	<p><b>4.FFR.1</b> See Kindergarten for standards that address Print Concepts.</p> <p><b>4.FFR.2</b> See Kindergarten through grade two for standards that address Phonological and Phonemic Awareness.</p> <p><b>4.FFR.3 Phonics and Word Analysis:</b> The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.</p> <ul style="list-style-type: none"> <li>A. Use knowledge of syllabication and syllable types to decode and encode words.</li> <li>B. Use knowledge of morphology (suffixes, prefixes, root/base) to decode words.</li> <li>C. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.</li> </ul>

Developing Skilled Readers and Building Reading Stamina (DSR)	
Grade Four 2017 <i>Standards of Learning</i>	Grade Four 2024 <i>Standards of Learning</i>
<p>4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.</p> <ul style="list-style-type: none"> <li>c) Summarize events in the plot.</li> <li>h) Draw conclusions/make inferences about text using the text as support.</li> <li>i) Compare/contrast details in literary and informational nonfiction texts.</li> <li>j) Identify cause and effect relationships.</li> </ul>	<p><b>4.DSR</b> The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.</p>



<p>k) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>l) Read with fluency, accuracy, and meaningful expression.</p>	<p>A. Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary <b>(Reading Fluency, K-12)</b>.</p> <p>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 4-5 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) <b>(Text Complexity, 2-12)</b>.</p> <p>C. When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located <b>(Textual Evidence, K-12)</b>.</p> <p>D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning <b>(Deep Reading on Topics to Build Knowledge and Vocabulary K-12)</b>.</p> <p>E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to common organizational text structures, summarizing, asking questions of the text, and others <b>(Reading Strategies 3-12)</b>.</p>
---	--

	<p><b>*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.</b></p>
Reading and Vocabulary (RV)	
Grade Four 2017 <i>Standards of Learning</i>	Grade Four 2024 <i>Standards of Learning</i>
<p>4.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>a) Use context to clarify meanings of unfamiliar words.</li> <li>b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.</li> <li>c) Use word-reference materials.</li> <li>d) Use vocabulary from other content areas.</li> <li>e) Develop and use general and specialized vocabulary through speaking, listening, reading, and writing.</li> </ul>	<p><b>4.RV The student will systematically build vocabulary and word knowledge based on grade-four content and texts.</b></p> <p><b>4.RV.1 Vocabulary Development and Word Analysis</b></p> <ul style="list-style-type: none"> <li>A. Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.</li> <li>B. Discuss meanings of complex words and phrases acquired through conversations and literature.</li> <li>C. Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g. <i>-s</i>, <i>-ing</i>, <i>-ed</i>).</li> <li>D. Use the context of a sentence to apply knowledge of homophones.</li> <li>E. Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.</li> <li>F. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.</li> <li>G. Distinguish shades of meaning among verbs and adjectives.</li> <li>H. Use strategies to infer word meanings.</li> <li>I. Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>

	J. Use newly learned words and phrases in discussions and speaking activities.
--	--

Reading Literary Text (RL)	
Grade Four 2017 <i>Standards of Learning</i>	Grade Four 2024 <i>Standards of Learning</i>
<p>4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.</p> <ul style="list-style-type: none"> <li>a) Describe how the choice of language, setting, and characters contributes to the development of plot.</li> <li>b) Identify the theme(s).</li> <li>d) Identify genres.</li> <li>e) Identify the narrator of a story and the speaker of a poem.</li> <li>f) Identify the conflict and resolution.</li> <li>g) Identify sensory words.</li> </ul> <p>4.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> <li>e) Draw conclusions and make inferences using textual information as support.</li> <li>f) Distinguish between cause and effect.</li> <li>h) Use reading strategies throughout the reading process to monitor comprehension.</li> <li>i) Read with fluency, accuracy, and meaningful expression.</li> </ul>	<p><b>4.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, poetry, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tales, with a focus on poetry, realistic fiction and historical fiction.</b></p> <p><b>4.RL.1 Key Ideas and Plot Details</b></p> <ul style="list-style-type: none"> <li>A. Summarize the theme of stories, dramas, or poetry, including the thematic topic (e.g., courage, loyalty, family) and how characters respond to challenges.</li> <li>B. Describe the central conflict and explain the resolution using an understanding of text structure and events from the plot as evidence.</li> <li>C. Analyze characters in-depth, drawing on specific details from the text, including their words, actions, or a character's thoughts.</li> </ul> <p><b>4.RL.2 Craft and Style</b></p> <ul style="list-style-type: none"> <li>A. Determine how an author uses language (dialogue, sensory language, and dialect), characters, and settings to advance the plot.</li> </ul>

	<p>B. Identify the characteristics of different genres of literary texts (e.g., drama, poems, stories) and refer to the structural elements of each.</p> <p>C. Identify the narrator of a story and the speaker of a poem.</p> <p>D. Differentiate between first-and third-person point of view.</p> <p><b>4.RL.3 Integration of Concepts</b></p> <p>A. Set a purpose for reading by activating prior (experience) and background (content) knowledge.</p> <p>B. Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events.</p> <p>C. Explain the overall structure of stories, poems, and plays and how each successive part builds on earlier sections.</p>
--	--

<b>Reading Informational Texts (RI)</b>	
<b>Grade Four 2017 <i>Standards of Learning</i></b>	<b>Grade Four 2024 <i>Standards of Learning</i></b>
<p>4.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>a) Use text features such as type, headings, and graphics, to predict and categorize information.</p> <p>b) Explain the author’s purpose.</p> <p>c) Identify the main idea.</p> <p>d) Summarize supporting details.</p> <p>g) Distinguish between fact and opinion.</p>	<p><b>4.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.</b></p> <p><b>4.RI.1 Key Ideas and Confirming Details</b></p> <p>A. Summarize the main idea of multi-paragraph texts and the specific paragraphs within them, explaining how key details support the main ideas.</p> <p>B. Summarize events, procedures, ideas, or concepts in historical, scientific, or technical texts, including what happened and why.</p>

	<p>C. Distinguish between fact and opinion and explain how an author uses reasons and evidence to support opinions within texts.</p> <p><b>4.RI.2 Craft and Style</b></p> <p>A. Explain how authors select an organizational pattern (e.g., cause/effect, comparison/contrast, problem/solution) using transitional words and phrases to support their purpose and a reader’s understanding of the text.</p> <p>B. Apply knowledge of text features and search tools in multiple print and digital sources to locate and categorize information efficiently and gain meaning.</p> <p>C. Explain the author’s purpose for writing, including what the author wants to answer, explain, or describe based on the connections between particular sentences and paragraphs.</p> <p><b>4.RI.3 Integration of Concepts</b></p> <p>A. Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>B. Compare and contrast multiple accounts of the same event or topic and describe the differences in focus and the information provided.</p> <p>C. Describe the relationships between a series of historical events, scientific concepts, or steps in technical procedures using words that pertain to comparison, sequence, or cause and effect.</p>
--	--

--	--

Foundations for Writing (FFW)	
Grade Four 2017 <i>Standards of Learning</i>	Grade Four 2024 <i>Standards of Learning</i>
	<p><b>4.FFW The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.</b></p> <p><b>4.FFW.1 Handwriting</b></p> <ul style="list-style-type: none"> <li>A. Maintain legible printing.</li> <li>B. Maintain legible cursive.</li> <li>C. Sign his/her first and last name.</li> </ul> <p><b>4.FFW.2 Spelling</b></p> <ul style="list-style-type: none"> <li>A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to spell accurately.</li> <li>B. Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.</li> </ul>

Writing (W)	
Grade Four 2017 <i>Standards of Learning</i>	Grade Four 2024 <i>Standards of Learning</i>

4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.

- a) Engage in writing as a process.
- b) Select audience and purpose.
- c) Narrow the topic.
- d) Use a variety of prewriting strategies.
- e) Recognize different forms of writing have different patterns of organization.
- f) Organize writing to convey a central idea.
- g) Write a clear topic sentence focusing on the main idea.
- h) Write related paragraphs on the same topic.
- i) Elaborate writing by including details to support the purpose.
- j) Express an opinion about a topic and provide fact-based reasons for support.
- k) Use transition words and prepositional phrases for sentence variety.
- l) Utilize elements of style, including word choice and sentence variation.
- m) Revise writing for clarity of content using specific vocabulary and information.

**4.W The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.**

**4.W.1 Modes and Purposes for Writing**

- A. Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.
- B. Write personal or fictional narratives that are logically organized around a central problem or experience.
- C. Write expository texts to examine a topic that develops the focus with facts, details, or other information and uses linking words to connect ideas.
- D. Write persuasive pieces on topics or texts that express a clear opinion supported by facts, details, and reasons.
- E. Write in response to text(s) read (including summaries, reflections and descriptions) to demonstrate thinking with details, examples, and other evidence from the text, using linking words to connect ideas.

**4.W.2 Organization and Composition**

- A. Engage in writing as a process to compose well-developed paragraphs. This includes:
  - i. Providing an introduction that includes a clear topic sentence that connects to the central idea.
  - ii. Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.
  - iii. Using transition words and prepositional phrases to vary sentence structure and link sentences.

	<p>iv. Providing a concluding statement or section.</p> <p><b>4.W.3 Usage and Mechanics</b></p> <p>A. With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.</p> <p>B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).</p>
--	--

Language Usage (LU)	
Grade Four 2017 <i>Standards of Learning</i>	Grade Four 2024 <i>Standards of Learning</i>
<p>4.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.</p> <ul style="list-style-type: none"> <li>a) Use subject-verb agreement.</li> <li>b) Eliminate double negatives.</li> <li>c) Use noun-pronoun agreement.</li> <li>d) Use commas in series, dates, and addresses.</li> <li>e) Correctly use adjectives and adverbs.</li> <li>f) Use quotation marks with dialogue.</li> <li>g) Use correct spelling including common homophones.</li> <li>h) Use singular possessives.</li> </ul>	<p><b>4.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</b></p> <p><b>4.LU.1 Grammar</b></p> <ul style="list-style-type: none"> <li>A. Produce, expand, and rearrange simple and compound sentences, including prepositional phrases, when speaking and writing.</li> <li>B. Use coordinating (e.g., <i>and</i>, <i>but</i>), subordinating (e.g., <i>although</i>, <i>because</i>) conjunctions to join words and phrases in a sentence.</li> <li>C. Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing.</li> </ul>



	<p>D. Use modal words (e.g., <i>can</i>, <i>may</i>, <i>must</i>) to convey various conditions when speaking and writing.</p> <p>E. Use standard subject-verb agreement when speaking and writing.</p> <p>F. Use standard noun-pronoun agreement when speaking and writing.</p> <p><b>4.LU.2 Mechanics</b></p> <p>A. Use commas in series, dates, addresses, and letters in writing.</p> <p>B. Use commas and quotation marks to indicate dialogue in writing.</p> <p>C. Use apostrophes to form contractions and to show possession in writing.</p> <p>D. Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.</p> <p>E. Consult reference materials to check and correct spelling.</p>
--	---

<b>Communications (C)</b>	
<b>Grade Four 2017 <i>Standards of Learning</i></b>	<b>Grade Four 2024 <i>Standards of Learning</i></b>
<p>4.1 The student will use effective oral communication skills in a variety of settings.</p> <p>a) Listen actively and speak using appropriate discussion rules.</p> <p>b) Contribute to group discussions across content areas.</p> <p>c) Orally summarize information expressing ideas clearly.</p> <p>d) Ask specific questions to gather ideas and opinions from others.</p> <p>e) Use evidence to support opinions and conclusions.</p>	<p><b>4.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</b></p> <p><b>4.C.1 Communication, Listening, and Collaboration</b></p> <p>A. Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:</p>

<p>f) Connect comments to the remarks of others.</p> <p>g) Use specific vocabulary to communicate ideas.</p> <p>h) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.</p> <p>i) Work respectfully with others and show value for individual contributions.</p> <p>4.2 The student will create and deliver multimodal, interactive presentations.</p> <p>a) Locate, organize, and analyze information from a variety of multimodal texts.</p> <p>b) Speak audibly with appropriate pacing.</p> <p>c) Use language and style appropriate to the audience, topic, and purpose.</p> <p>d) Make eye contact with the audience.</p> <p>e) Ask and answer questions to gather or clarify information presented orally.</p> <p>4.3 The student will learn how media messages are constructed and for what purposes.</p> <p>a) Differentiate between auditory, visual, and written media messages and their purposes.</p> <p>b) Compare and contrast how ideas and topics are depicted in a variety of media and formats.</p>	<p>i. Listening actively and speaking using agreed-upon discussion rules.</p> <p>ii. Respectfully building on others' ideas and clearly expressing their own.</p> <p>iii. Asking and answering specific questions to clarify concepts, share, or follow up on information, make connections, and confirm new understanding(s).</p> <p>iv. Using evidence, examples, or details to support opinions and conclusions.</p> <p>v. Actively engaging throughout the collaboration</p> <p><b>4.C.2 Speaking and Presentation of Ideas</b></p> <p>A. Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:</p> <p>i. Using descriptive details and appropriate facts to support themes or central ideas.</p> <p>ii. Speaking audibly with appropriate pacing, prosody, and voice level.</p> <p>iii. Using language (formal or informal) and style as appropriate to the audience, topic, or purpose.</p> <p>iv. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathered responses, and movement).</p> <p><b>4.C.3 Integrating Multimodal Literacies</b></p>
---	---

	<p>A. Select, organize, and create engaging presentations that include multimedia components and visual displays.</p> <p>B. Strategically use two or more interdependent modes of communication to convey the intended message and enhance the development of main ideas or themes.</p> <p><b>4.C.4 Examining Media Messages</b></p> <p>A. Differentiate between auditory, visual, and written media messages (e.g., videos, podcasts, print advertisements) and their purposes (to explain, to inform, to persuade).</p> <p>B. Compare and contrast how ideas and topics are depicted (e.g., animation, famous images and words, music and sound, photo-editing) in a variety of media and formats.</p>
--	--

<b>Research (R)</b>	
<b>Grade Four 2017 <i>Standards of Learning</i></b>	<b>Grade Four 2024 <i>Standards of Learning</i></b>
<p>4.9 The student will demonstrate comprehension of information resources to create a research product.</p> <p>a) Construct questions about a topic.</p> <p>b) Collect and organize information from multiple resources.</p> <p>c) Evaluate the relevance and reliability of information.</p> <p>d) Give credit to sources used in research.</p> <p>e) Avoid plagiarism and use own words.</p> <p>f) Demonstrate ethical use of the Internet.</p>	<p><b>4.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-four content and texts, solve problems, and support cross-curricular learning.</b></p> <p><b>4.R.1 Evaluation and Synthesis of Information</b></p> <p>A. Construct and formulate questions about a topic.</p>

	<p>B. Identify search terms to locate information on the topic and gather relevant information from various print and digital sources.</p> <p>C. Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.</p> <p>D. Develop notes that include important concept, summaries, and identification of information sources.</p> <p>E. Organize and share information orally, in writing, or through visual display.</p> <p>F. Avoid plagiarism and give proper credit by providing citations whenever using another person's media, facts, ideas, graphics, music, and direct quotations.</p>
--	--

<b>Grade 4 (2017 SOL to 2024 SOL Numbering)</b>	<b>Parameter Changes/Clarifications (2024 SOL)</b>
<p>4.1--&gt; 4.C.1, 4.C.2</p> <p>4.2--&gt; 4.C.2, 4.C.3</p> <p>4.3--&gt; 4.C.3, 4.C.4</p> <p>4.4--&gt; 4.RV.1,</p> <p>4.5--&gt; DSR, 4.RL.1, 4.RL.2, 4.RL.3</p> <p>4.6--&gt; DSR, 4.RI.1, 4.RI.2,</p> <p>4.7--&gt; 4 .W.1, 4.W.2, 4.W.3</p> <p>4.8--&gt; 4.W.3, 4.LU.1, 4.LU.2,</p> <p>4.9--&gt; 4.R.1</p>	<ul style="list-style-type: none"> <li>• 4.DSR Addresses skills students need to practice reading fluently, purposefully, and build word and world knowledge.</li> <li>• 4.DSR A.- Addresses skills in 4.5l and 4.6i from the 2017 Standards; adds specificity on automaticity, appropriate rate, and self-monitoring while reading.</li> <li>• 4.DSR C.-Addresses skills in 4.5c, 4.5h, 4.6e; applies comprehension of what is read through discussion and writing utilizing skills such as supporting claims, drawing conclusions, and making inferences.</li> <li>• 4.DSR D.- Specifies building word knowledge by reading texts on the same topic or theme.</li> <li>• 4.DSR E.-Addresses skills in 4.5k and 4.6h from the 2017 Standards; specifies strategies such as noting</li> </ul>

	<p>organizational text structures, summarizing, asking questions of the text.</p> <ul style="list-style-type: none"> <li>• 4.RV.1 Focuses on students systematically building vocabulary from listening to texts, and discussions.</li> <li>• 4.RV.1 A/B-Address skills in 4.4d and 4.4e Standards; A.- Specifies general academic language and content specific vocabulary.</li> <li>• 4.RV.1 C/D-Addresses skills in 4.4b from the 2017 Standards.</li> <li>• 4.RV.1 E.-Addresses skills in 4.4b from the 2017 Standards; specifies using knowledge of morphology in addition to synonyms and antonyms to determine meaning of complex words.</li> <li>• 4.RV.1.-Addresses skills in 4.4c from the 2017 Standards; specifies types of resources such as digital/print glossaries and dictionaries.</li> <li>• 4.RV.1 J.-This is 4.4e in the 2017 Standards.</li> <li>• 4.RL.1- Focuses on key ideas and plot details in literary texts.</li> <li>• 4.RL.1 B.-Addresses skills in 4.5f from the 2017 Standards; increases the rigor for grade four by applying understanding of text structure and plot events in the description.</li> <li>• 4.RL.1 C.-Addresses skills in 4.5a from the 2017 Standards; increases in rigor by applying analysis of characters using specific details about the characters in the text.</li> <li>• 4.RL.2- Focuses on author's craft and style of literary texts.</li> <li>• 4.RL.2 A.-Addresses skills in 4.5a from the 2017 Standards.</li> <li>• 4.RL.2 C- Addresses skills in 4.5e from the 2017 Standards</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• 4.RL.3- Focuses on students making connections between and within literary texts.</li> <li>• 4.RL.3 B- Increases the rigor by providing specificity and extending to comparing and contrasting skills addressed in 4.5b/c in stories in the 2017 Standards.</li> <li>• 4.RI.1- Focuses on key ideas and confirming details in informational texts.</li> <li>• 4.RI.1 A- Combines and increases the rigor by providing specificity around the skills addressed in 4.6c/d in the 2017 Standards</li> <li>• 4.RI.1 B- Increases the rigor by providing specificity around the skills addressed in 4.6f in the 2017 Standards.</li> <li>• 4.RI.1 C- Increases the rigor by providing specificity around the skills addressed in 4.6g in the 2017 Standards.</li> <li>• 4.RI.2- Focuses on craft and style for informational texts.</li> <li>• 4.RI.2 B- Increases the rigor by providing specificity around the skills addressed in 4.6a in the 2017 Standards.</li> <li>• 4.RI.2 C- Provides specificity around the skills addressed in 4.6b in the 2017 Standards.</li> <li>• 4.W.1- Focuses on students’ ability to write in a variety of forms including narratives, explanatory, persuasive, and in response to texts.</li> <li>• 4.W.1 A- Increases the rigor by providing specificity around the skills addressed in 4.7e</li> <li>• 4.W.1 B-New standard that specifies organizing personal or fictional narratives using event sequences.</li> <li>• 4.W.1 C-New standard that specifies writing explanatory texts that develops with facts and details.</li> <li>• 4.W.1 D- New standard that specifies writing persuasive texts using facts and reasons.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• 4.W.1 E-New standard that applies writing knowledge to response to what is read/heard and include details from the text for support.</li> <li>• 4.W.2- Focuses on students’ writing organization and composition skills.</li> <li>• 4.W.2 A-Addresses skills from 4.a/h in the 2017 Standards.</li> <li>• 4.W.2 A i- Increases the rigor by providing specificity for the skills addressed in 4.7c/f/g in the 2017 Standards.</li> <li>• 4.W.2 A ii- Increases the rigor by providing specificity for the skills addressed in 4.7b in the 2017 Standards.</li> <li>• 4.W.2 A iii- Combines to increases the rigor by providing specificity for the skills addressed in 4.7j/l in the 2017 Standards.</li> <li>• 4.W.3- Focuses on students’ revising and editing skills.</li> <li>• 4.W.3 A- Increases the rigor by providing specificity for the skills addressed in 4.7i/m in the 2017 Standards.</li> <li>• 4.W.3 B- Increases the rigor by providing specificity for the skills addressed in 4.8 in the 2017 Standards.</li> <li>• 4.LU.1- Focuses on students’ using conventions of Standard English when speaking and writing.</li> <li>• 4.LU.1 A- Increases the rigor by providing specificity for the sentence structure students will use. This adds specificity for the skills addressed in 4.8 in the 2017 Standards.</li> <li>• 4.LU.1 C- Increases the rigor by providing specificity for the skills addressed in 4.8e in the 2017 Standards.</li> <li>• 4.LU.1 E- Addresses skills in 4.8a in the 2017 Standards</li> <li>• 4.LU.1 F- Addresses skills in 4.8c in the 2017 Standards</li> <li>• 4.LU.2- Focuses on grade level expectations for students’ mechanics in writing.</li> <li>• 4.LU.2 A- Addresses skills in 4.8d in the 2017 Standards</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 4.LU.2 B- Provides specificity for the skills addressed in 4.8f in the 2017 Standards.</li> <li>• 4.C.1- Focuses on students building skills around communication, listening, and collaboration.</li> <li>• 4.C.1 A- Provides specificity for the skills addressed in 4.1 in the 2017 Standards.</li> <li>• 4.C.1 A i- Addresses skills in 4.1a in the 2017 Standards</li> <li>• 4.C.1 A ii- Addresses skills in 4.1f/i in the 2017 Standards.</li> <li>• 4.C.1 A iii- Addresses and adds specificity for the skills addressed in 4.1d in the 2017 Standards.</li> <li>• 4.C.1 A iv- Provides specificity for the skills addressed in 4.1e/g in the 2017 Standards.</li> <li>• 4.C.1 A v- Combines skills addressed in 4.1a/h in the 2017 Standards.</li> <li>• 4.C.2- Focuses on students building skills around speaking and presentation of idea.</li> <li>• 4.C.2 A- Provides specificity for the skills addressed in 4.1c</li> <li>• 4.C.2 A i- Increases the rigor by expanding and providing specificity for the skills addressed in 4.1e in the 2017 Standards.</li> <li>• 4.C.2 A ii- Provides specificity for the skills addressed in 4.2b in the 2017 Standards.</li> <li>• 4.C.2 A iii- Provides specificity for the skills addressed in 4.2c in the 2017 Standard.</li> <li>• 4.C.2 A iv- Combines and provides specificity for the skills addressed in 4.2d/e in the 2017 Standards.</li> <li>• 4.C.3- Focuses on students' use of multimodal tools in presentations.</li> <li>• 4.C.3 A- Provides specificity for the skills addressed in 4.2 and 4.3 in the 2017 Standards.</li> </ul>
--	---



	<ul style="list-style-type: none"> <li>• 4.C.4- Focuses on students examining media messages.</li> <li>• 4.C.4 A- Provides specificity for the skills addressed in 4.3a in the 2017 Standards.</li> <li>• 4.C.4 B- Provides specificity for the skills addressed in 4.3b in the 2017 Standards.</li> <li>• 4.R.1- Focuses on students conducting research to build knowledge or solve problems.</li> <li>• 4.R.1 A- Addresses skills from 4.9a in the 2017 Standards</li> <li>• 4.R.1 B/C- Increases the rigor by providing specificity for the skills addressed in 4.9b/c/f in the 2017 Standards.</li> <li>• 4.R.1 D- Provides specificity for the skills addressed in 4.9b in the 2017 Standards.</li> <li>• 4.R.1 F- Addresses and provides specificity for the skills addressed in 4.9d/e in the 2017 Standards.</li> </ul>
<b>Deletions from Grade 4 (2017 SOL)</b>	<b>Additions to Grade 4 (2024 SOL)</b>
4.6g- moved to Grade 1 4.8a- moved to Grade 2 4.8b- moved to Grade 2 4.8h- 4.8h- moved to Grade 2	<ul style="list-style-type: none"> <li>• 4.FFR.3-Focuses on students' phonic and word analysis</li> <li>• 4.FFR.3 A.-New standard for grade four-applies using knowledge of syllabication and syllable types to continue decoding and encoding words.</li> <li>• 4.FFR.3 B.-New standard for grade four-applies using knowledge of suffixes, prefixes, root/base to decode words.</li> <li>• 4.FFR.3 C.-New standard for grade four-applies reading grade-level high-frequency words-this includes decodable and irregular words with automaticity and accuracy.</li> <li>• 4.DSR- Addresses skills students need to practice in order to read fluently, purposefully, and build word and world knowledge.</li> <li>• 4.DSR B- Added to reflect science-based reading research, add specificity on grade-level text complexity.</li> </ul>

	<ul style="list-style-type: none"> <li>• 4.RV.1- Focuses on students systematically building vocabulary from listening to texts, and discussions.</li> <li>• 4.RV.1 F.-New standard for grade four that specifically addresses developing breadth of vocabulary knowledge when reading complex texts.</li> <li>• 4.RV.1 G.-New standard for grade four that applies understanding of shades of meaning or various degrees of verbs and adjectives.</li> <li>• 4.RV.1 H.-New standard for grade four that applies the use of strategies learned to determine meanings of words.</li> <li>• 4.RL.1- Focuses on key ideas and plot details in literary texts.</li> <li>• 4.RL.1 A. New standard for grade four that applies summarization of theme/thematic topics and how characters respond to challenges.</li> <li>• 4.RL.2- Focuses on author's craft and style of literary texts.</li> <li>• 4.RL.2 B.-New standard for grade four that applies identification of characteristics of different genres such as drama, poems, and stories, referring the structural elements of each.</li> <li>• 4.RL.2 D- Increases the rigor by addressing the skills from 5.5g in the 2017 Standards</li> <li>• 4.RL.3- Focuses on students making connections between and within literary texts.</li> <li>• 4.RL.3 A- Added to reflect science-based reading research</li> <li>• 4.RL.3 C- New standard for grade four that addresses the skills from 6.5 in the 2017 Standards</li> <li>• 4.RI.2- Focuses on craft and style for informational texts.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• 4.RI.2 A- Increased the rigor by adding and providing specificity for the skills address in 5.6e in the 2017 Standards</li> <li>• 4.RI.3- Focuses on students making connections between and within informational texts</li> <li>• 4.RI.3 A- Added to reflect science-based reading research</li> <li>• 4.RI.3 B- Added to increase the rigor by having students analyze multiple accounts of the same event or topic, noting similarities and differences.</li> <li>• 4.RI.3 C- Added to increase the rigor of 4.6f by having students determine the author’s purpose and describe how the author’s perspective influences the meaning of the text.</li> <li>• 4.FFW.1- Focuses on students' ability to print and use cursive legibly.</li> <li>• 4.FFW.1 A/B/C- Added to highlight the importance of students’ maintaining legible handwriting.</li> <li>• 4.FFW.2- Focuses on grade level expectations for students’ spelling.</li> <li>• 4.FFW.2 A/B Increased the rigor and provides specification for the spelling expectations for students.</li> <li>• 4.W.1- Focuses on students’ ability to write in a variety of forms including narratives, explanatory, persuasive, and in response to texts.</li> <li>• 4.W.1 B-New standard that specifies organizing personal or fictional narratives using event sequences.</li> <li>• 4.W.1 C-New standard that specifies writing explanatory texts that develops with facts and details.</li> <li>• 4.W.1 D- New standard that specifies writing persuasive texts using facts and reasons. Increases the rigor for the skills addressed in 4.7j in the 2017 Standards.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• 4.W.1 E-New standard that applies writing knowledge to response to what is read/heard and include details from the text for support.</li> <li>• 4.W.2- Focuses on students' writing organization and composition skills.</li> <li>• 4.W.2 A iv- New standards that highlights the importance of providing a concluding statement or section.</li> <li>• 4.LU.1- Focuses on students' using conventions of Standard English when speaking and writing.</li> <li>• 4.LU.1 B- New standard for grade four, this provides specificity for the skills addressed in 5.8k in the 2017 standards.</li> <li>• 4.LU.1 D- New standard for grade four. This adds specificity for the use of modal words.</li> <li>• 4.LU.2- Focuses on grade level expectations for students' mechanics in writing.</li> <li>• 4.LU.2 C- New standards for grade four. This addresses the skills from 3.9h in the 2017 Standards.</li> <li>• 4.LU.2 D- Added to reflect science-based reading research.</li> <li>• 4.LU.2 E- Added to address the importance of using reference materials to check and correct spelling.</li> <li>• 4.C.3- Focuses on students' use of multimodal tools in presentations.</li> <li>• 4.C.3 B- Added to increase rigor by adding specificity for students' use of 2 modes of communication to convey and enhance their intended message.</li> <li>• 4.R.1- Focuses on students conducting research to build knowledge or solve problems.</li> <li>• 4.R.1 E-Added to increase the rigor by adding specificity of students sharing of information in various modes such as orally, writing, or visual display.</li> </ul>
--	---



## Grade 5 ELA *Standards of Learning* – 2024 Overview of Revisions

**Foundations for Reading:** *These standards focus on fostering students' understanding and working knowledge of foundational reading skills. The Foundations for Reading strand is organized into three categories: Print Concepts (Kindergarten), Phonological and Phonemic Awareness (Kindergarten-Grade 2), and Phonics and Word Analysis. The Print Concept standards directly addresses the skills needed for students to understand how print works. The Phonological and Phonemic Awareness standards directly focus on students' understanding of how speech can be broken into smaller units of sound. An emphasis is placed on phonemic awareness, understanding the individual sounds (phonemes) within a word and blending and segmenting words and syllables at the phoneme level. The Phonics and Word Analysis strand contains grade level expectations for the phonics features students will apply. These standards include the use of syllables and affixes to aid in decoding as well, highlighting that English is a morphophonemic language. The foundational skills addressed in these standards are necessary and important components in students developing proficiency in reading, but they are not the end goal themselves.*

- Demonstrate understandings of how to decode multisyllabic words using knowledge of syllable types and affixes.

**Developing Skilled Readers and Building Reading Stamina:** *Developing and building knowledge, comprehension, and vocabulary skills by regularly reading literary and information texts, including those that have similar topics. Students achieve this by reading a range of challenging and complex texts. To support reading comprehension, students should build fluency to read words accurately, quickly, and with appropriate expression. Students will also use reading strategies to support their comprehension when they encounter a challenging section or passage. Students will also use what they have read as evidence to support their claims in their discussions and writings, including quotations or paraphrasing when relevant. Strands from the 2017 Reading standards (e.g., reading fiction, reading nonfiction, and reading vocabulary) have been included into Developing Skilled Readers. This strand has been newly added to the 2024 English Standards of Learning, and it serves as the bedrock for grade-level reading comprehension expectations and should be applied when students are reading, writing, collaborating, and researching.*

- Routinely read and listen to engaging texts around a similar topic to gain knowledge and vocabulary.
- Use several pieces of evidence from the text to support their thinking around texts through discussion and or writing.
- Students will read and re-read a variety of grade level texts based on quantitative and qualitative analysis chart with accuracy, automaticity, appropriate rate, and meaningful expression.

**Reading and Vocabulary:** *Systematically building vocabulary breadth and depth through engaging in texts and participating in rich conversations. The Reading and Vocabulary strand highlights how word etymology, context clues, and cross-discipline vocabulary words impact reading comprehension.*

- Use newly gained vocabulary from texts and school topics when speaking and writing.
- Develop general academic language and content specific vocabulary.
- Use knowledge of morphology, synonyms and antonyms to determine the meaning of complex words, including how Greek and Latin affixes and roots impact the meaning.
- Use strategies to infer word meanings.

**Reading Literary Texts:** *Deepening and demonstrating comprehension in the understanding of complex literary texts, textual elements, structure, and themes. The Reading Literary Texts strand is organized into three categories: Key Ideas and Plot Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named “Reading Fiction.” The Key Ideas and Plot Details section contains the standards that directly address the literary elements (e.g., characterization, literary forms) that impact the plot and theme. The Craft and Style section contains the standards that address how the author’s choice of vocabulary, rhetorical devices, figurative language, and text organization and structure are used to convey a message. The Integration of Concepts section contains the standards that address how interactions between characters, events, and settings influence the text.*

- Read and listen to a variety of literary texts with a focus on fantasy.
- Explain how events from the plot cause the character(s) to change or evolve and how the development of character(s) or setting impact the plot.
- Analyze how the characteristics of a poem and the author’s use of patterns of sound impact meaning.
- Compare and contrast the point of view from which different stories are narrated.

**Reading Informational Texts:** *Deepening and demonstrating comprehension in the understanding of complex informational text, textual elements, structures, and purposes. The Reading Informational Texts strand is organized into three categories: Key Ideas and Confirming Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named “Reading Nonfiction.” The Key Ideas and Confirming Details section contains the standards that directly address the skills associated with reading informational texts (e.g., summarizing main ideas, analyzing examples and anecdotes, and tracing arguments) that are supported by evidence and reasons. The Craft and Style section contains the standards that address how the author’s choice of vocabulary, text features, organizational pattern, language structures, and perspective are used to convey a message. The Integration of Concepts section*

*contains the standards that address how interactions between specific sentences, paragraphs, or sections contribute to the development of ideas and showcase an author's perspective.*

- Analyze how an author uses reasons, evidence, and opinions to support points in a text, by identifying which reasons and evidence support which points.
- Determine the author's purpose(s) and describe how the author's perspective influences the meaning of the text.

**Foundations for Writing:** *The Foundations for Writing strand has been organized into two categories: Handwriting and Spelling. These foundational writing skills are necessary so that students can successfully communicate their ideas in writing. The standards in Handwriting address students' ability to be accurate and automatic with letter formation in printing and cursive. These standards also address skills like applying spaces between words and students signing their first and last names. The Spelling standards contain the phonics features that students are responsible for at each grade level.*

- Maintain legible printing and cursive.

**Writing:** *Composing a variety of writings for diverse audiences and purposes. The Writing strand has been organized into four categories: Modes and Purposes for Writing, Organization and Composition, and Usage and Mechanics (3-12). The Modes and Purposes for Writing section contains strands and skills associated with writing narratives, expository texts, persuasively about topics or texts, and reflectively in response to text(s). The Organization and Composition section contains the skills associated with the recursive writing process, such as planning, drafting, revising, and editing when writing multi-paragraph texts. The Usage and Mechanics section contains the skills specifically addressed when revising and editing. In 2017, Grammar and Usage were a part of the Writing strand, and it has been moved to Language Usage in 2024.*

- Understand that different forms of writing have distinctive patterns of organization to support their purposes.
- Engage in writing as a process to compose well-developed paragraphs.
- With support from peers and adults, revise and edit writing for clarity and conventions.

**Language Usage:** *Developing and using the conventions of Standard English when speaking and writing as appropriate for the context. These standards house the grade level expectations for grammar and usage when applied to speaking and writing. These standards grow in content and rigor across the grade levels. In 2017, this strand was formerly a part of the Writing strand. The Grammar section contains the specific conventions and functions of words to be learned in the grade level (e.g., adverbs, phrases and clauses, and pronoun-antecedent agreement) that impact sentence construction by applying them for specific purposes. The Mechanics section contains the punctuation and spelling expectations for the grade level that support readability for comprehension.*



- Expand, combine, and reduce sentence for meaning, reader/listener interest, and style.
- Use interjections, prepositional phrases, and coordination and subordination conjunctions in writing to join words and phrases in a sentence.

**Communication and Multimodal Literacies:** *Developing effective oral communication and collaboration skills. The Communication and Multimodal Literacies strand is now organized into four categories: Communication, Listening, and Collaboration, Speaking and Presentation of Ideas, Integrating Multimodal Literacies, and Examining Media Messages. The Communication, Listening, and Collaboration strand contains how students facilitate and collaborate with diverse partners through discussions. The Speaking and Presentation of Ideas section contains the strands and skills associated with student expectations when reporting on a topic or presenting an opinion. The Integrating Multimodal Literacies section contains the strands associated with using multimodal content to craft and publish media messages for various audience. The Examining Media Messages section contains stands and skills associated with interpreting and explaining the characteristics, information, and impact of media messages on the intended audience.*

- Participate in a range of sustained collaborative discussion with diverse partner on grade five topics and texts.
- Summarize the main ideas being discussed, using evidence, examples and details to support opinions and conclusions.
- Demonstrate awareness of and sensitivity to the appropriate use of words.
- Encouraging audience participation through planned interactions.
- Deconstruct various types of media to identify the characteristics and determine the effectiveness of the intended messages.

**Research:** *Conducting research and reading conceptually related texts for a variety of purposes. The Research strand has been organized into one category: Evaluation and Synthesis of Information. Students are encouraged to formulate questions, evaluate the validity of their research from multiple sources, and apply it in their writing and/or responses.*

- Construct and formulate questions about a topic, identify search terms to locate information, organize and synthesize information from digital and print resources, organize and share information while avoiding plagiarism.

## Comparison of Grade 5 English *Standards of Learning* – 2017 to 2024

Foundations for Reading (FFR)	
Grade Five 2017 <i>Standards of Learning</i>	Grade Five 2024 <i>Standards of Learning</i>
	<p><b>5.FFR.1 See Kindergarten for standards that address Print Concepts.</b></p> <p><b>5.FFR.2 See Kindergarten through grade two for standards that address Phonological and Phonemic Awareness.</b></p> <p><b>5.FFR.3 Phonics and Word Analysis: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.</b></p> <ul style="list-style-type: none"> <li>A. Use knowledge of syllabication and syllable types to decode and encode words.</li> <li>B. Use knowledge of morphology (suffixes, prefixes, root/base) to decode words.</li> <li>C. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.</li> </ul>

Developing Skilled Readers and Building Reading Stamina (DSR)	
Grade Five 2017 <i>Standards of Learning</i>	Grade Five 2024 <i>Standards of Learning</i>
<p>5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <p>b) Discuss the impact of setting on plot development.</p>	<p><b>5. DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from</b></p>

<p>d) Identify theme(s).  e) Explain the resolution of conflict(s).  f) Identify genres.  j) Draw conclusions and make inferences with support from the text.  k) Identify cause and effect relationships.  l) Compare/contrast details in literary and informational nonfiction texts.  m) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>5.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>g) Locate information from the text to support opinions, inferences, and conclusions.  h) Identify cause and effect relationships.  i) Differentiate between fact and opinion.  j) Compare and contrast details and ideas within and between texts.  k) Use reading strategies throughout the reading process to monitor comprehension.</p>	<p><b>grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.</b></p> <p>A. Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary <b>(Reading Fluency, K-12)</b>.</p> <p>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 4-5 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) <b>(Text Complexity, 2-12)</b>.</p> <p>C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences from texts, including quoting or paraphrasing accurately and tracing where relevant evidence is located <b>(Textual Evidence, K-12)</b>.</p> <p>D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning <b>(Deep Reading on Topics to Build Knowledge and Vocabulary K-12)</b>.</p> <p>E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to common organizational text structures, summarizing, asking</p>
--	---

	<p>questions of the text, and others (<b>Reading Strategies 3-12</b>).</p> <p><i>*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.</i></p>
--	---

Reading and Vocabulary (RV)	
Grade Five 2017 <i>Standards of Learning</i>	Grade Five 2024 <i>Standards of Learning</i>
<p>5.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>a) Use context to clarify meaning of unfamiliar words and phrases.</li> <li>b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</li> <li>c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.</li> <li>d) Identify an author's use of figurative language.</li> <li>e) Use word-reference materials.</li> <li>f) Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing.</li> </ul>	<p><b>5.RV The student will systematically build vocabulary and word knowledge based on grade-five content and texts.</b></p> <p><b>5.RV.1 Vocabulary Development and Word Analysis</b></p> <ul style="list-style-type: none"> <li>A. Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.</li> <li>B. Discuss meanings of complex words and phrases acquired through conversations and literature.</li> <li>C. Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g., <i>-s</i>, <i>-ing</i>, <i>-ed</i>).</li> <li>D. Use the context of a sentence to apply knowledge of homophones.</li> <li>E. Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word.</li> <li>F. Analyze the morphological relationships between words, including how Greek and Latin affixes and roots impact the meaning.</li> <li>G. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.</li> </ul>

	<p>H. Distinguish shades of meaning among verbs and adjectives.</p> <p>I. Use strategies to infer word meanings.</p> <p>J. Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>K. Use newly learned words and phrases in discussions and speaking activities.</p>
--	---

Reading Literary Text (RL)	
Grade Five 2017 <i>Standards of Learning</i>	Grade Five 2024 <i>Standards of Learning</i>
<p>5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <p>a) Summarize plot events using details from text.</p> <p>c) Describe character development.</p> <p>g) Differentiate between first and third person point-of-view.</p> <p>h) Differentiate between free verse and rhymed poetry.</p> <p>i) Explain how an author’s choice of vocabulary contributes to the author’s style.</p>	<p><b>5.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include poetry, fantasy, humor, mystery, adventure, realistic fiction, historical fiction, and folklore/tall tales, with a focus on fantasy.</b></p> <p><b>5.RL.1 Key Ideas and Plot Details</b></p> <p>A. Summarize the story or play, including the overarching theme and lessons learned, and explain how they are developed or conveyed through specific details.</p> <p>B. Describe plots in stories as a sequence of events that develops the central conflict and resolution, including initiating events, climax, and resolution.</p> <p>C. Explain how events from the plot cause the character(s) to change or evolve and how the development of character(s) or settings impact the plot.</p>

	<p><b>5.RL.2 Craft and Style</b></p> <ul style="list-style-type: none"> <li>A. Describe how an author develops a character through what characters say, think, do, and how other characters respond.</li> <li>B. Analyze the author’s use of language (e.g., synonyms, figurative language, sensory words, dialogue, dialect) and their impact on understanding characters, setting, and plot events.</li> <li>C. Analyze how the characteristics of a poem and the author’s use of patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) impact meaning.</li> </ul> <p><b>5.RL.3 Integration of Concepts</b></p> <ul style="list-style-type: none"> <li>A. Set a purpose for reading by activating prior (experience) and background (content) knowledge.</li> <li>B. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narratives.</li> <li>C. Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events.</li> </ul>
--	--

<b>Reading Informational Texts (RI)</b>	
<b>Grade Five 2017 <i>Standards of Learning</i></b>	<b>Grade Five 2024 <i>Standards of Learning</i></b>
<p>5.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> <li>a) Use text features such as type, headings, and graphics, to predict and categorize information.</li> </ul>	<p><b>5.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.</b></p> <p><b>5.RI.1 Key Ideas and Confirming Details</b></p>

<p>b) Skim materials to develop a general overview of content and to locate specific information.</p> <p>c) Identify the main idea.</p> <p>d) Summarize supporting details.</p> <p>e) Identify organizational pattern(s).</p> <p>f) Identify transitional words and phrases that signal an author's organizational pattern.</p>	<p>A. Summarize the main ideas of texts and specific paragraphs within them, including how they are developed through the details.</p> <p>B. Summarize events, procedures, ideas, or concepts in historical, scientific, or technical texts, including what happened, how, and why.</p> <p>C. Describe how an author uses reasons, evidence, and opinions to support points in a text, by identifying (and accurately quoting) which reasons and evidence support which point(s).</p> <p><b>5.RI.2 Craft and Style</b></p> <p>A. Describe the overall organization patterns of texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological) and how each successive part builds on earlier sections, using available transitional words and phrases.</p> <p>B. Examine text features and search tools in multiple print and digital sources to evaluate and gain meaning from the information found.</p> <p>C. Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of the text.</p> <p><b>5.RI.3 Integration of Concepts</b></p> <p>A. Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>B. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>
---	---

	<p>C. Explain the relationships or interactions between two or more individuals, events, procedures, ideas, or concepts in a historical, scientific, or technical texts, including what happened and why based on specific information in the text.</p>
--	---

Foundations for Writing (FFW)	
Grade Five 2017 <i>Standards of Learning</i>	Grade Five 2024 <i>Standards of Learning</i>
	<p><b>5.FFW The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.</b></p> <p><b>5.FFW.1 Handwriting</b></p> <ul style="list-style-type: none"> <li>A. Maintain legible printing.</li> <li>B. Maintain legible cursive.</li> <li>C. Sign first and last name.</li> </ul> <p><b>5.FFW.2 Spelling</b></p> <ul style="list-style-type: none"> <li>A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to spell accurately.</li> <li>B. Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.</li> </ul>

<b>Writing (W)</b>
--------------------



Grade Five 2017 <i>Standards of Learning</i>	Grade Five 2024 <i>Standards of Learning</i>
<p>5.7 The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive.</p> <ul style="list-style-type: none"> <li>a) Engage in writing as a process.</li> <li>b) Select audience and purpose.</li> <li>c) Use a variety of prewriting strategies.</li> <li>d) Introduce and develop a topic, incorporating evidence and supporting details.</li> <li>e) Organize information to convey a central idea.</li> <li>f) Recognize different forms of writing have different patterns of organization including story structure for narrative writing.</li> <li>g) Write a clear topic sentence focusing on the main idea.</li> <li>h) Clearly state a position including supporting reasons and evidence to persuade the intended audience.</li> <li>i) Write multiparagraph compositions.</li> <li>j) Use precise and descriptive vocabulary to create tone and voice.</li> <li>k) Vary sentence structure by using transition words and prepositional phrases.</li> <li>l) Revise writing for clarity of content using specific vocabulary and information.</li> </ul>	<p><b>5.W The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.</b></p> <p><b>5.W.1 Modes and Purposes for Writing</b></p> <ul style="list-style-type: none"> <li>A. Write personal or fictional narratives in prose or poetic form that organize the writing around a central problem, conflict, or experience using descriptions or dialogue to develop the experience(s).</li> <li>B. Write expository texts to examine a topic and convey ideas that develop the focus with relevant facts, concrete details, and examples from multiple sources and are grouped logically.</li> <li>C. Write persuasive pieces on topics or texts, including media messages, supporting a clear perspective with adequate facts, reasons, and logically grouped information.</li> <li>D. Write in response to texts read (including summaries, reflections, and descriptions) in which students demonstrate their thinking with details, examples, and other evidence from the text that are logically grouped.</li> </ul> <p><b>5.W.2 Organization and Composition</b></p> <ul style="list-style-type: none"> <li>A. Engage in writing as a process to compose well-developed paragraphs. This includes: <ul style="list-style-type: none"> <li>i. Introducing a clear topic sentence and logically organizing ideas and factual evidence to support the position in persuasive writing.</li> <li>ii. Developing, selecting, and organizing ideas relevant to topic, purpose, and genre, using precise and</li> </ul> </li> </ul>

	<p>descriptive language and tone-specific vocabulary to enhance the central idea, tone, and voice.</p> <p>iii. Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.</p> <p>iv. Providing a concluding statement or section.</p> <p><b>5.W.3 Usage and Mechanics</b></p> <p>A. With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and precise word choice.</p> <p>B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).</p>
--	--

Language Usage (LU)	
Grade Five 2017 <i>Standards of Learning</i>	Grade Five 2024 <i>Standards of Learning</i>
<p>5.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.</p> <p>a) Use plural possessives.</p> <p>b) Use adjective and adverb comparisons.</p> <p>c) Use interjections.</p> <p>d) Use prepositional phrases.</p> <p>e) Use quotation marks with dialogue.</p> <p>f) Use commas to indicate interrupters, items in a series, and to indicate direct address.</p> <p>g) Use a hyphen to divide words at the end of a line.</p>	<p><b>5.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</b></p> <p><b>5.LU.1 Grammar</b></p> <p>A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>B. Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.</p>

<ul style="list-style-type: none"> <li>h) Edit for fragments and run-on sentences.</li> <li>i) Eliminate double negatives.</li> <li>j) Use correct spelling of commonly used words.</li> <li>k) Use coordinating conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>C. Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence.</li> <li>D. Recognize and correct inappropriate shifts in verb tense and number in writing.</li> <li>E. Use standard subject-verb agreement when speaking and writing.</li> </ul> <p><b>5.LU.2 Mechanics</b></p> <ul style="list-style-type: none"> <li>A. Use commas correctly in compound sentences.</li> <li>B. Use colons to separate hours and minutes and to introduce a list.</li> <li>C. Use a hyphen to divide words at the end of a line in writing.</li> <li>D. Use spelling patterns and generalizations (e.g., word families, syllable patterns, ending rules) when pronouncing and writing words.</li> <li>E. Consult reference materials to check and correct spelling.</li> </ul>
---	---

<b>Communications (C)</b>	
<b>Grade Five 2017 <i>Standards of Learning</i></b>	<b>Grade Five 2024 <i>Standards of Learning</i></b>
<p>5.1 The student will use effective oral communication skills in a variety of settings.</p> <ul style="list-style-type: none"> <li>a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</li> <li>b) Participate in and contribute to discussions across content areas.</li> <li>c) Summarize information gathered in group activities.</li> </ul>	<p><b>5.C. The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</b></p> <p><b>5.C.1 Communication, Listening, and Collaboration</b></p> <ul style="list-style-type: none"> <li>A. Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:</li> </ul>

<p>d) Orally express ideas clearly in pairs, diverse groups, and whole class settings.</p> <p>e) Use evidence to support opinions and conclusions.</p> <p>f) Summarize the main points a speaker makes and connect comments to the remarks of others.</p> <p>g) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.</p> <p>h) Work respectfully with others and show value for individual contributions.</p> <p>5.2 The student will create multimodal presentations that effectively communicate ideas.</p> <p>a) Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal interactive presentations.</p> <p>b) Maintain eye contact with listeners.</p> <p>c) Organize content sequentially around major ideas.</p> <p>d) Use language and style appropriate to the audience, topic, and purpose.</p> <p>e) Ask and answer questions to gather or clarify information presented orally.</p> <p>5.3 The student will learn how media messages are constructed and for what purposes.</p> <p>a) Identify the purpose and audience of auditory, visual, and written media messages.</p> <p>b) Identify the characteristics and effectiveness of a variety of media messages.</p> <p>c) Compare and contrast techniques used in a variety of media messages.</p>	<p>i. Listening actively and speaking using agreed-upon discussion rules.</p> <p>ii. Respectfully demonstrating agreement or disagreement with others' ideas.</p> <p>iii. Asking and answering relevant questions to build on others' ideas, clarify ideas, and acquire or confirm information.</p> <p>iv. Summarizing the main ideas being discussed, using evidence, examples, and details to support opinions and conclusions.</p> <p>B. Share responsibility for the learning based on assigned roles and/or task expectations.</p> <p><b>5.C.2 Speaking and Presentation of Ideas</b></p> <p>A. Report orally on a topic or text or present an opinion in an organized manner. This includes:</p> <p>i. Using content specific vocabulary, appropriate facts and relevant descriptive details to support themes or central ideas.</p> <p>ii. Demonstrating appropriate speaking techniques (e.g., adequate volume and clear pronunciation) suitable to the audience, purpose, and situations.</p> <p>iii. Using facial expressions and gestures to support, accentuate, or dramatize the message during oral presentations.</p> <p>iv. Demonstrating awareness of and sensitivity to the appropriate use of words (e.g., avoiding stereotypes, multiple meanings of words).</p> <p>v. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement).</p>
---	--

	<p><b>5.C.3 Integrating Multimodal Literacies</b></p> <ul style="list-style-type: none"> <li>A. Select, organize, and create engaging presentations that include multimedia components and visual displays.</li> <li>B. Strategically use two or more interdependent modes of communication to convey the intended message and enhance the development of main ideas or themes.</li> </ul> <p><b>5.C.4 Examining Media Messages</b></p> <ul style="list-style-type: none"> <li>A. Deconstruct various types of media to identify the characteristics and determine the effectiveness of the intended messages.</li> <li>B. Identify the purpose, intended audience, and credibility of information (e.g., auditory, visual, and written media messages) being presented.</li> <li>C. Compare and contrast techniques used in a variety of media messages (e.g., animation, famous images and words, music and sound, photo-editing).</li> </ul>
--	---

<b>Research (R)</b>	
<b>Grade Five 2017 <i>Standards of Learning</i></b>	<b>Grade Five 2024 <i>Standards of Learning</i></b>
<p>5.9 The student will find, evaluate, and select appropriate resources to create a research product.</p> <ul style="list-style-type: none"> <li>a) Construct questions about a topic.</li> <li>b) Collect and organize information from multiple resources.</li> <li>c) Evaluate the relevance, reliability, and credibility of information.</li> <li>d) Give credit to sources used in research.</li> <li>e) Avoid plagiarism and use own words.</li> <li>f) Demonstrate ethical use of the Internet.</li> </ul>	<p><b>5.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-five content and texts, solve problems, and support cross-curricular learning.</b></p> <p><b>5.R.1 Evaluation and Synthesis of Information</b></p> <ul style="list-style-type: none"> <li>A. Formulate questions that help narrow the topic and revise questions as needed based on research.</li> <li>B. Identify search terms to locate information and gather relevant information from various print and digital sources to address the research.</li> </ul>

	<ul style="list-style-type: none"> <li>C. Organize and synthesize information from the print and digital resources, evaluating their relevance, reliability, and credibility.</li> <li>D. Develop notes that include important concepts, summaries, and identification of information sources.</li> <li>E. Organize and share information orally, in writing, or through visual display.</li> <li>F. Avoid plagiarism and give proper credit by providing citations whenever using another person's media, facts, ideas, graphics, music, and direct quotations.</li> </ul>
--	---

Grade 5 (2017 SOL to 2024 SOL Numbering)	Parameter Changes/Clarifications (2024 SOL)
<p>5.1 --&gt; 5.C.1,  5.2 --&gt; 5.C.1, 5.C.2, 5.C.3  5.3 --&gt; 5.C.4  5.4 --&gt; 5.DSR, 5.RV.1, 5.RL.2  5.5 --&gt; 5.DSR, 5.RL.1, 5.RL.2, 5.RL.3  5.6 --&gt; 5.DSR, 5.RI.1, 5.RI.2,  5.7 --&gt; 5.W.2  5.8 --&gt; 5.FFW.2, 5.W.2, 5.W.3, 5.LU.1, 5.LU.2,  5.9 --&gt; 5.R.1</p>	<ul style="list-style-type: none"> <li>• 5. DSR- Addresses skills students need to practice reading fluently, purposefully, and build word and world knowledge.</li> <li>• 5. DSR C- Increases the rigor for skills addressed in 5.5j and 5.6g applies comprehension of what is read through discussion and writing utilizing skills such as supporting claims, drawing conclusions, and making inferences.</li> <li>• 5. DSR D- Increases the rigor for skills addressed in 5.4f, 5.5l, 5.6j</li> <li>• 5. DSR E- Increases the rigor for skills addressed in 5.5a/m and 5.6k</li> <li>• 5.RV.1- Focuses on students systematically building vocabulary from listening to texts, and discussions</li> <li>• 5.RV.1 A- Addresses skills in 5.4f in the 2017 Standards</li> <li>• 5.RV.1 C- Addresses skills in 5.4c in the 2017 Standards</li> <li>• 5.RV.1 D/E- Addresses and clarifies the skills in 5.4a in the 2017 Standards.</li> <li>• 5.RV.1 F- Addresses and clarifies the skills in 5.4c in the 2017 Standards.</li> <li>• 5.RV.1 G- Addresses and clarifies the skills in 5.4f in the 2017 Standards.</li> <li>• 5.RV.1 I- Addresses skills in 5.4b in the 2017 Standards</li> <li>• 5.RV.1 J- Addresses and adds specificity to skills in 5.4e in the 2017 Standards.</li> <li>• 5.RL.1- Focuses on key ideas and plot details in literary texts</li> <li>• 5.RL.1 A- Increased the rigor and addresses skills in 5.5d in the 2017 Standards.</li> <li>• 5.RL.1 B-Increased the rigor and addresses skills in 5.5e in the 2017 Standards.</li> </ul>

	<ul style="list-style-type: none"> <li>• 5.RL.1 C- Combined to increase the rigor and addresses skills in 5.5b/c in the 2017 Standards.</li> <li>• 5.RL.2- Focuses on author’s craft and style of literary texts.</li> <li>• 5.RL.2 A- Increased the rigor and provided specificity for the skills addressed in 5.5c in the 2017 Standards.</li> <li>• 5.RL.2 B- Combines and expands the skills addressed in 5.4d and 5.5i</li> <li>• 5.RL.2 C- Increased the rigor for the skills addressed in 5.5h in the 2017 Standards.</li> <li>• 5.RL.3- Focuses on students making connections between and within literary texts.</li> <li>• 5.RL.3 B- Increase the rigor for the skills addressed in 5.5g/k in the 2017 Standards.</li> <li>• 5.RL.3 C- Combines and increases the rigor for the skills addressed in 5.5d/f in the 2017 Standards.</li> <li>• 5.RI.1- Focuses on key ideas and confirming details in informational texts.</li> <li>• 5.RI.1 A- Increase the rigor and provided specificity in the skills addressed in 5.6c and 5.6d in the 2017 Standards.</li> <li>• 5.RI.1 B- Provides specificity for the skills addressed in 5.6d in the 2017 Standards.</li> <li>• 5.RI.1 C- Increases the rigor for the skills in 5.6i in the 2017 Standards.</li> <li>• 5.RI.2- Focuses on craft and style for informational texts.</li> <li>• 5.RI.2 A- Increase the rigor and provides specificity in the skills addressed in 5.6 e/f in the 2017 Standards.</li> <li>• 5.RI.2 B- Increase the rigor and includes digital sources in the skills addressed in 5.6a in the 2017 Standards.</li> <li>• 5.RI.3- Focuses on students making connections between and within informational texts</li> </ul>
--	--



	<ul style="list-style-type: none"> <li>• 5.RI.3 C- Increases the rigor and provides specificity in the skills addressed in 5.6h in the 2017 Standards.</li> <li>• 5.FFW.2- Focuses on grade level expectations for students' spelling.</li> <li>• 5.FFW.2 A/B- Increased the rigor and provides specification for the skills addressed in 5.8j in the 2017 Standards.</li> <li>• 5.W.2- Focuses on students' writing organization and composition skills.</li> <li>• 5.W.2 A- Combines and increases the rigor for the skills addressed in 5.7a/i in the 2017 Standards.</li> <li>• 5.W.2 A i- Combines and increases the rigor for the skills addressed 5.7e/f/h in the 2017 Standards.</li> <li>• 5.W.2 A ii- Combines and increases the rigor for the skills addressed in 5.7 b/d/g/j in the 2017 Standards.</li> <li>• 5.W.2 A iii- Addresses and provides specification for the skills addressed in 5.7k in the 2017 Standards.</li> <li>• 5.W.3- Focuses on students' revising and editing skills.</li> <li>• 5.W.3 A- Increases the rigor by specifying the skills addressed in 5.7l in the 2017 Standards.</li> <li>• 5.W.3 B- Addresses skills in 5.8 in the 2017 Standards.</li> <li>• 5.LU.1- Focuses on students' using conventions of Standard English when speaking and writing.</li> <li>• 5.LU.1 A- Increases the rigor by specifying the skills addressed in 5.8h in the 2017 Standards.</li> <li>• 5.LU.1 C- Combines and increases the rigor by specifying the skills addressed in 5.8 c/d/k in the 2017 Standards.</li> <li>• 5.LU.2- Focuses on grade level expectations for students' mechanics in writing.</li> <li>• 5.LU.2 A- Addresses skills in 5.8f in the 2017 Standards</li> <li>• 5.LU.2 B- Addresses skills in 5.8g in the 2017 Standards</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 5.C.1- Focuses on students building skills around communication, listening, and collaboration.</li> <li>• 5.C.1 A- Increases the rigor by specifying the skills address in 5.1b in the 2017 Standards.</li> <li>• 5.C.1 A i- Addresses skills in 5.1a in the 2017 Standards</li> <li>• 5.C.1 A ii- Addresses skills in 5.1h in the 2017 Standards</li> <li>• 5.C.1 A iii- Provides specificity for the skills addressed in 5.2e in the 2017 Standards.</li> <li>• 5.C.1 A iv- Combines skills addressed in 5.1c/e/f in the 2017 Standards.</li> <li>• 5.C.1 B- Addresses skills in 5.1g in the 2017 Standards</li> <li>• 5.C.2- Focuses on students building skills around speaking and presentation of idea.</li> <li>• 5.C.2 A- Combines to addresses skills in 5.1d and 5.2c in the 2017 Standards.</li> <li>• 5.C.2 A ii- Provides specificity for the skills addressed in 5.2d in the 2017 Standards.</li> <li>• 5.C.2 A iii- Combines and provides specificity for the skills addressed in 5.2 a/b in the 2017 Standards.</li> <li>• 5.C.3- Focuses on students' use of multimodal tools in presentations.</li> <li>• 5.C.3 A- Provides specificity for the skills addressed in 5.2 in the 2017 Standards.</li> <li>• 5.C.4- Focuses on students examining media messages.</li> <li>• 5.C.4 A- Provides specificity for the skills addressed in 5.3b in the 2017 Standards.</li> <li>• 5.C.4 B- Increases the rigor by providing specificity for the skills addressed in 5.3a in the 2017 Standards.</li> <li>• 5.C.4 C- Increases the rigor by providing specificity for the skills addressed in 5.3c in the 2017 Standards.</li> <li>• 5.R.1- Focuses on students conducting research to build knowledge or solve problems.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• 5.R.1 A- Increases the rigor by providing specificity for the skills addressed in 5.9a in the 2017 Standards.</li> <li>• 5.R.1 B/D- Increases the rigor by providing specificity for the skills addressed in 5.9b/f in the 2017 Standards.</li> <li>• 5.R.1 C- Increases the rigor by providing specificity for the skills addressed in 5.9c/f in the 2017 Standards.</li> <li>• 5.R.1 F- Combines to address skills in 5.9d/e in the 2017 Standards</li> </ul>
<b>Deletions from Grade 5 (2017 SOL)</b>	<b>Additions to Grade 5 (2024 SOL)</b>
<ul style="list-style-type: none"> <li>• 5.6i- moved to Grade 4</li> </ul>	<ul style="list-style-type: none"> <li>• 5.FFR.3- Focuses on students’ phonic and word analysis.</li> <li>• 5.FFR.3 A- Highlights the use of syllables to decode and encode words.</li> <li>• 5.FFR.3 B- Highlights the use of morphology to decode words.</li> <li>• 5.FFR.3 C- Highlights students continuing to build automaticity and accuracy for grade-level high-frequency words.</li> <li>• 5.DSR- Addresses skills students need to practice reading fluently, purposefully, and build word and world knowledge.</li> <li>• 5.DSR A- Added to reflect science-based reading research, adds specificity on automaticity, appropriate rate, and self-monitoring while reading.</li> <li>• 5.DSR B- Added to reflect science-based reading research, add specificity on grade-level text complexity.</li> <li>• 5.RV- Focuses on students systematically building vocabulary from listening to texts, and discussions.</li> <li>• 5.RV H- Added to reflect science-based reading research and clarify the importance of students’ building specificity between synonyms and antonyms.</li> <li>• 5.RV K- Added to highlight the reciprocal relationship between receptive and expressive vocabulary.</li> </ul>

	<ul style="list-style-type: none"> <li>• 5.RL.3- Focuses on students making connections between and within literary texts.</li> <li>• 5.RL.3 A- Added to increase rigor and reflect science-based reading research.</li> <li>• 5.RI.2-Focuses on craft and style for informational texts.</li> <li>• 5.RI.2 C- Added to increase the rigor by having students determine the author’s purpose and describe how the author’s perspective influences the meaning of the text.</li> <li>• 5.RI.3- Focuses on students making connections between and within informational texts</li> <li>• 5.RI.3 A- Added to reflect science-based reading research</li> <li>• 5.RI.3 B- Added to increase the rigor by having students analyze multiple accounts of the same event or topic, noting similarities and differences.</li> <li>• 5.FFW.1- Focuses on students' ability to print and use cursive legibly.</li> <li>• 5.FFW.1 A/B- Added to highlight the importance of students’ maintaining legible handwriting.</li> <li>• 5.W.1- Focuses on students’ ability to write in a variety of forms including narratives, explanatory, persuasive, and in response to texts.</li> <li>• 5.W.1 A.-New standard that specifies organizing personal or fictional narratives using event sequences.</li> <li>• 5.W.1 B.-New standard that specifies writing explanatory texts that develops with facts and details.</li> <li>• 5.W.1 C- New standard that specifies writing persuasive texts using facts and reasons.</li> <li>• 5.W.1 D-New standard that applies writing knowledge to response to what is read/heard and include details from the text for support.</li> <li>• 5.W.2- Focuses on students’ writing organization and composition skills.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• 5.W.2 A iv- New standards that highlights the importance of providing a concluding statement or section.</li> <li>• 5.LU.1- Focuses on students' using conventions of Standard English when speaking and writing.</li> <li>• 5.LU.1 B- Combines and provides specificity for the skills addressed in 5.8b and 6.8f in the 2017 Standards.</li> <li>• 5.LU.1 D- Addresses and provides specificity for the skills addressed in 6.8c</li> <li>• 5.LU.1 E- Addresses and provides specificity for the skills address in 4.8a</li> <li>• 5.LU.2- Focuses on grade level expectations for students' mechanics in writing.</li> <li>• 5.LU.2 D- Added to address the importance of using reference materials to check and correct spelling.</li> <li>• 5.C.2 - Focuses on students building skills around speaking and presentation of idea.</li> <li>• 5.C.2 A i- Addresses and adds specificity for the skills addresses in 6.2b in the 2017 Standards.</li> <li>• 5.C.2 A iv- Added to increase the rigor by providing specificity for word choice when presenting ideas.</li> <li>• 5.C.2 A v- Added to increase the rigor by providing specificity for encouraging audience participation when presenting idea.</li> <li>• 5.C.3 - Focuses on students' use of multimodal tools in presentations.</li> <li>• 5.C.3 B- Added to increase rigor by adding specificity for students' use of modes of communication to convey and enhance their intended message.</li> <li>• 5.R.1 - Focuses on students conducting research to build knowledge or solve problems.</li> <li>• 5.R.1 E-Added to increase the rigor by adding specificity of students sharing of information in various modes such as orally, writing, or visual display.</li> </ul>
--	--

## Grade 6 ELA *Standards of Learning* – 2024 Crosswalk Overview of Revisions

**Developing Skilled Readers and Building Reading Stamina:** *Developing and building knowledge, comprehension, and vocabulary skills by regularly reading literary and information texts, including those that have similar topics. Students achieve this by reading a range of challenging and complex texts. To support reading comprehension, students should build fluency to read words accurately, quickly, and with appropriate expression. Students will also use reading strategies to support their comprehension when they encounter a challenging section or passage. Students will also use what they have read as evidence to support their claims in their discussions and writings, including quotations or paraphrasing when relevant. Strands from the 2017 Reading standards (e.g., reading fiction, reading nonfiction, and reading vocabulary) have been included into Developing Skilled Readers and will support opportunities for cross-curricular content and disciplinary integration as well as utilizing skills in practice. This strand has been newly added to the 2024 English Standards of Learning, and it serves as the bedrock for grade-level reading comprehension expectations and should be applied when students are reading, writing, collaborating, and researching.*

- Proficiently and fluently read and understand a variety of literary and informational texts in the grades 6-8 band.
- Read texts linked by subject and/or theme to build knowledge and apply what has been read to create authentic written and verbal responses supported by several pieces of evidence to support claims.
- Use reading strategies as appropriate with challenging sections of text to monitor comprehension.

**Reading and Vocabulary:** *Systematically building vocabulary breadth and depth through engaging in texts and participating in rich conversations. The Reading and Vocabulary strand highlights how word etymology, context clues, and cross-discipline vocabulary words impact reading comprehension.*

- Apply newly learned vocabulary from texts when writing and speaking in various grade-six texts and topics.
- Explain the construction of figurative language, including simile, hyperbole, metaphor, and personification.
- Clarify the meaning of an unknown word or select the applicable definition of a word from a text by using word reference materials.

**Reading Literary Texts:** *Deepening and demonstrating comprehension in the understanding of complex literary texts, textual elements, structure, and themes. The Reading Literary Texts strand is organized into three categories: Key Ideas and Plot Details, Craft and Style, and Integration of Concepts. This strand was formerly named “Reading Fiction.”*

- Explain how internal and external conflicts impact narrative structure.

- Compare and contrast literary and nonfiction texts by details, formats, and themes.

**Reading Informational Texts:** *Deepening and demonstrating comprehension in the understanding of complex informational text, textual elements, structures, and purposes. The Reading Informational Texts strand is organized into three categories: Key Ideas and Confirming Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named “Reading Nonfiction.” The Key Ideas and Confirming Details section contains the standards that directly address the skills associated with reading informational texts (e.g., summarizing main ideas, analyzing examples and anecdotes, and tracing arguments) that are supported by evidence and reasons. The Craft and Style section contains the standards that address how the author’s choice of vocabulary, text features, organizational pattern, language structures, and perspective are used to convey a message. The Integration of Concepts section contains the standards that address how interactions between specific sentences, paragraphs, or sections contribute to the development of ideas and showcase an author’s perspective.*

- Trace an author’s argument through specific claims, details, and evidence and determine if the evidence does or does not support the claim.
- Compare how different authors present arguments around a similar idea or event.

**Writing:** *Composing a variety of writings for diverse audiences and purposes. The Writing strand has been organized into three categories: Modes and Purposes for Writing, Organization and Composition, and Usage and Mechanics (3-12). The Modes and Purposes for Writing section contains strands and skills associated with writing narratives, expository texts, persuasively about topics or texts, and reflectively in response to text(s). The Organization and Composition section contains the skills associated with skills that are a part of the recursive writing process, such as planning, drafting, revising, and editing when writing multi-paragraph texts. The Usage and Mechanics section contains the skills specifically addressed when revising and editing. In 2017, Grammar and Usage were a part of the Writing strand, and it has been moved to Language Usage in 2024.*

- Write for a variety of purposes and audience and align the composition’s organization based on the mode of writing.
- Self-and-peer-edit for the purpose of revising writing for clarity

**Language Usage:** *Developing and using the conventions of Standard English when speaking and writing as appropriate for the context. These standards house the grade level expectations for grammar and usage when applied to speaking and writing. These standards grow in content and rigor across the grade levels. In 2017, this strand was formerly a part of the Writing strand. The Grammar section contains the specific conventions and functions of words to be learned in the grade level (e.g., adverbs, phrases and clauses, and pronoun-*

*antecedent agreement) that impact sentence construction by applying them for specific purposes. The Mechanics section contains the punctuation and spelling expectations for the grade level that support readability for comprehension.*

- Construct various sentence structures correctly when speaking and writing with appropriate punctuation and spelling.

**Communication and Multimodal Literacies:** *Developing effective oral communication and collaboration skills. The Communication and Multimodal Literacies strand is now organized into four categories: Communication, Listening, and Collaboration, Speaking and Presentation of Ideas, Integrating Multimodal Literacies, and Examining Media Messages. The Communication, Listening, and Collaboration strand contains how students facilitate and collaborate with diverse partners through discussions. The Speaking and Presentation of Ideas section contains the strands and skills associated with student expectations when reporting on a topic or presenting an opinion. The Integrating Multimodal Literacies section contains the strands associated with using multimodal content to craft and publish media messages for various audience. The Examining Media Messages section contains stands and skills associated interpreting and explaining the characteristics, information, and impact of media messages on the intended audience.*

- Use active listening and verbal and nonverbal skills to participate in and deliver presentations.
- Apply visual and media literacy skill to create and deliver multimodal presentations.
- Explain how media messages are constructed and their impact on the audience.

**Research:** *Conducting research and reading conceptually related texts for a variety of purposes. The Research strand has been organized into one category: Evaluation and Synthesis of Information. Students are encouraged to formulate questions, evaluate the validity of their research from multiple sources, and apply it in their writing and/or responses.*

- Locate, organize, and synthesize information from a variety of sources.



## Comparison of Grade 6 English *Standards of Learning*- 2017 to 2024

Foundations for Reading (FFR)	
Grade Six 2017 <i>Standards of Learning</i>	Grade Six 2024 <i>Standards of Learning</i>
N/A	See Kindergarten through grade five for the Foundations for Reading standards.

Developing Skilled Readers and Building Reading Stamina (DSR)	
Grade Six 2017 <i>Standards of Learning</i>	Grade Six 2024 <i>Standards of Learning</i>
<p>6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.</p> <p style="padding-left: 40px;">b) Describe cause and effect relationships and their impact on plot.  e) Draw conclusions and make inferences using the text for support.  g) Identify the characteristics of a variety of genres.  i) Compare/contrast details in literary and informational nonfiction texts.  k) Use reading strategies to monitor comprehension throughout the reading process.</p> <p>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p>	<p><b>6.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.</b></p> <p style="padding-left: 40px;">A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding when necessary <b>(Reading Fluency, K-12)</b>.  B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) <b>(Text Complexity, 2-12)</b>.</p>

<ul style="list-style-type: none"> <li>b) Identify main idea.</li> <li>e) Draw conclusions and make inferences based on explicit and implied information.</li> <li>h) Differentiate between fact and opinion.</li> <li>i) Identify cause and effect relationships.</li> <li>k) Use reading strategies to monitor comprehension throughout the reading process.</li> </ul>	<ul style="list-style-type: none"> <li>C. When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (<b>Textual Evidence, K-12</b>).</li> <li>D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (<b>Deep Reading on Topics to Build Knowledge and Vocabulary, K-12</b>).</li> <li>E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (<b>Reading Strategies 3-12</b>).</li> </ul> <p><b>*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.</b></p>
---	--

Reading and Vocabulary (RV)	
Grade Six 2017 <i>Standards of Learning</i>	Grade Six 2024 <i>Standards of Learning</i>
6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts. <ul style="list-style-type: none"> <li>a) Identify word origins and derivations.</li> </ul>	<b>6.RV The student will systematically build vocabulary and word knowledge based on grade six content and texts.</b>  <b>6.RV.1 Vocabulary Development and Word Analysis</b>

<p>b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.</p> <p>c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p> <p>d) Identify and analyze the construction and impact of figurative language.</p> <p>e) Use word-reference materials.</p> <p>f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing</p>	<p>A. Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>B. Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.</p> <p>C. Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words.</p> <p>D. Use the relationship between particular words including synonyms and antonyms to better understand each word.</p> <p>E. Explain the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification.</p> <p>F. Clarify the meaning of an unknown word or select the applicable definition of a word from a text by using word reference materials.</p> <p>G. Use general and specialized word-reference materials, print and digital, to identify word origins and derivations and pronunciation.</p> <p>H. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities</p>
---	---

Reading Literary Text (RL)	
Grade Six 2017 <i>Standards of Learning</i>	Grade Six 2024 <i>Standards of Learning</i>
6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.	<b>6.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.</b>

<ul style="list-style-type: none"> <li>a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.</li> <li>c) Explain how an author uses character development to drive conflict and resolution.</li> <li>d) Differentiate between first and third person point-of-view.</li> <li>e) Describe how word choice and imagery contribute to the meaning of a text.</li> <li>h) Identify and analyze the author’s use of figurative language.</li> <li>j) Identify transitional words and phrases that signal an author’s organizational pattern.</li> </ul>	<p><b>6.RL.1 Key Ideas and Plot Details</b></p> <ul style="list-style-type: none"> <li>A. Summarize texts, including determining the central theme of stories, plays, or poems, and how they are conveyed through specific details.</li> <li>B. Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution.</li> <li>C. Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot.</li> <li>D. Explain how static and dynamic characters impact the plot.</li> <li>E. Explain the role of the protagonist and antagonist on plot events.</li> </ul> <p><b>6.RL.2 Craft and Style</b></p> <ul style="list-style-type: none"> <li>A. Describe the poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) and their intended impact on the reader.</li> <li>B. Explain elements of author’s style as purposeful choices (e.g., imagery, figurative language, and word choice) to develop tone.</li> <li>C. Explain how an author develops the point of view (e.g., first-person, third person limited, third-person omniscient) of the narrator or speaker in a text and influences how events are described in stories, plays, or poems.</li> </ul> <p><b>6.RL.3 Integration of Concepts</b></p> <ul style="list-style-type: none"> <li>A. Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.</li> </ul>
--	---

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

Reading Informational Texts (RI)	
Grade Six 2017 <i>Standards of Learning</i>	Grade Six 2024 <i>Standards of Learning</i>
<p>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>a) Skim materials using text features such as type, headings, and graphics to predict and categorize information.</p> <p>c) Summarize supporting details.</p> <p>d) Create an objective summary including main idea and supporting details.</p> <p>f) Identify the author’s organizational pattern(s).</p> <p>g) Identify transitional words and phrases that signal an author’s organizational pattern.</p> <p>h) Differentiate between fact and opinion.</p> <p>j) Analyze ideas within and between selections providing textual evidence.</p>	<p><b>6.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.</b></p> <p><b>6.RI.1 Key Ideas and Confirming Details</b></p> <p>A. Summarize texts, including their main idea(s) and how they are developed with specific details.</p> <p>B. Describe how a key individual, event or idea is introduced, illustrated, and elaborated in historical, scientific or technical texts (e.g., through examples or anecdotes).</p> <p>C. Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons, from claims that are not.</p> <p><b>6.RI.2 Craft and Style</b></p> <p>A. Determine the purpose of text features (e.g., boldface and italics type; type set in color; underlining; graphics and photographs; and heading and subheadings).</p> <p>B. Explain how an author’s word choice, organizational pattern, and language structure convey the author’s purpose.</p> <p>C. Explain how an author establishes and conveys a perspective or purpose in an informational text.</p>

	<b>6.RI.3 Integration of Concepts</b> <ul style="list-style-type: none"> <li>A. Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.</li> <li>B. Compare and contrast one author’s presentation of ideas or events with another’s identifying where the texts agree or disagree.</li> </ul>
--	---

<b>Foundations for Writing</b>	
<b>Grade Six 2017 <i>Standards of Learning</i></b>	<b>Grade Six 2024 <i>Standards of Learning</i></b>
N/A	See Kindergarten through grade five for Foundations for Writing standards.

<b>Writing (W)</b>	
<b>Grade Six 2017 <i>Standards of Learning</i></b>	<b>Grade Six 2024 <i>Standards of Learning</i></b>
<p>6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.</p> <ul style="list-style-type: none"> <li>a) Engage in writing as a recursive process.</li> <li>b) Choose audience and purpose.</li> <li>c) Use a variety of prewriting strategies to generate and organize ideas.</li> <li>d) Organize writing to fit mode or topic.</li> <li>e) Write narratives to include characters, plot, setting, and point of view.</li> </ul>	<p><b>6.W The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.</b></p> <p><b>6.W.1 Modes and Purposes for Writing</b></p> <ul style="list-style-type: none"> <li>A. Write narratives to entertain, to share a personal experience, or to alter an existing story that uses narrative techniques to develop the character, event(s), and experience(s).</li> <li>B. Write expository texts to examine a topic or concept, logically conveying ideas and information using text</li> </ul>

<p>f) Establish a central idea incorporating evidence and maintaining an organized structure.</p> <p>g) Compose a thesis statement for expository and persuasive writing.</p> <p>h) Write multiparagraph compositions with elaboration and unity.</p> <p>i) Use transition words and phrases.</p> <p>j) Select vocabulary and information to enhance the central idea, tone, and voice.</p> <p>k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.</p> <p>l) Revise writing for clarity of content including specific vocabulary and information.</p>	<p>structures such as description, comparison, or cause-effect to create cohesion.</p> <p>C. Write persuasively about topics or texts, including media messages, supporting well-defined claims with clear reasons and evidence that are logically grouped.</p> <p>D. Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p> <p><b>6.W.2 Organization and Composition</b></p> <p>A. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multiparagraph texts. This includes:</p> <ul style="list-style-type: none"> <li>i. Composing a thesis statement that focuses the topic and introduces the piece clearly.</li> <li>ii. Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.</li> <li>iii. Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.</li> <li>iv. Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.</li> <li>v. Selecting vocabulary and information to enhance the central idea, tone, and voice.</li> <li>vi. Expanding and embedding ideas to create sentence variety.</li> <li>vii. Providing a concluding statement or section.</li> </ul>
---	--

	<p><b>6.W.3 Usage and Mechanics</b></p> <ul style="list-style-type: none"> <li>A. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.</li> <li>B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).</li> </ul>
--	---

Language Usage (LU)	
Grade Six 2017 <i>Standards of Learning</i>	Grade Six 2024 <i>Standards of Learning</i>
<p>6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <ul style="list-style-type: none"> <li>a) Use subject-verb agreement with intervening phrases and clauses.</li> <li>b) Use pronoun-antecedent agreement to include indefinite pronouns.</li> <li>c) Maintain consistent verb tense across paragraphs.</li> <li>d) Eliminate double negatives.</li> <li>e) Use quotation marks with dialogue.</li> <li>f) Choose adverbs to describe verbs, adjectives, and other adverbs.</li> <li>g) Use correct spelling for frequently used words.</li> <li>h) Use subordinating and coordinating conjunctions.</li> </ul>	<p><b>6.LU The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</b></p> <p><b>6.LU.1 Grammar</b></p> <ul style="list-style-type: none"> <li>A. Construct simple, compound, and complex sentences to communicate ideas clearly and add variety to writing.</li> <li>B. Use pronoun-antecedent agreement, including indefinite and reflexive pronouns when speaking and writing.</li> <li>C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.</li> <li>D. Use phrases and clauses within a sentence and apply appropriate subject-verb agreement when speaking and writing.</li> <li>E. Form and use often confusing verbs (e.g., lie/lay, sit/set, rise/raise) correctly in sentences.</li> </ul>



	<p><b>6.LU.2 Mechanics</b></p> <ul style="list-style-type: none"> <li>A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.</li> <li>B. Use and punctuate dialogue and direct quotations appropriately in writing.</li> <li>C. Recognize and consistently spell frequently used words accurately.</li> <li>D. Consult reference materials to check and correct spelling.</li> </ul>
--	--

<b>Communications (C)</b>	
<b>Grade Six 2017 Standards of Learning</b>	<b>Grade Six 2024 Standards of Learning</b>
<p>6.1 The student will use effective oral communication skills in a variety of settings.</p> <ul style="list-style-type: none"> <li>a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</li> <li>b) Participate as a facilitator and a contributor in a group.</li> <li>c) Participate in collaborative discussions with partners building on others' ideas.</li> <li>d) Ask questions to clarify the speaker's purpose and perspective.</li> <li>e) Summarize the main points a speaker makes.</li> <li>f) Summarize and evaluate group activities.</li> <li>g) Analyze the effectiveness of participant interactions.</li> <li>h) Evaluate own contributions to discussions.</li> <li>i) Demonstrate the ability to collaborate with diverse teams.</li> </ul>	<p><b>6.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</b></p> <p><b>6.C.1 Communication, Listening, and Collaboration</b></p> <ul style="list-style-type: none"> <li>A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes: <ul style="list-style-type: none"> <li>i. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.</li> <li>ii. Working respectfully by building on others' ideas and showing value for others' ideas and contributions.</li> <li>iii. Asking relevant questions to clarify others' perspectives.</li> </ul> </li> </ul>

<p>j) Work respectfully with others and show value for individual contributions.</p> <p>6.2. The student will create multimodal presentations that effectively communicate ideas.</p> <ul style="list-style-type: none"> <li>a) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.</li> <li>b) Use language and vocabulary appropriate to audience, topic, and purpose.</li> <li>c) Give collaborative and individual formal and informal interactive presentations.</li> <li>d) Paraphrase and summarize key ideas of a presentation.</li> </ul> <p>6.3 The student will determine the purpose of media messages and examine how they are constructed.</p> <ul style="list-style-type: none"> <li>a) Compare and contrast techniques used in a variety of media messages.</li> <li>b) Identify the characteristics and effectiveness of a variety of media messages.</li> <li>c) Interpret information presented in diverse media formats and explain how it contributes to the topic.</li> <li>d) Craft and publish audience-specific media messages.</li> </ul>	<ul style="list-style-type: none"> <li>iv. Communicating agreement or tactful disagreement with others' ideas, using carefully constructed responses.</li> <li>v. Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.</li> <li>vi. Evaluating the effectiveness of participant interactions and one's own contributions to the collaborative work.</li> </ul> <p><b>6.C.2 Speaking and Presentation of Ideas</b></p> <p>A. Report orally on a topic or present an opinion. This includes:</p> <ul style="list-style-type: none"> <li>i. Clearly communicating information in an organized or succinct manner.</li> <li>ii. Providing evidence to support the main idea.</li> <li>iii. Using language, vocabulary, and style appropriate to the audience, topic, and purpose.</li> <li>iv. Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.</li> <li>v. Using nonverbal skills, such as proper posture and stance, gestures, and eye movement to enhance the overall message.</li> <li>vi. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement).</li> <li>vii. Referencing source material as appropriate during the presentation.</li> </ul> <p><b>6.C.3 Integrating Multimodal Literacies</b></p>
--	--

	<p>A. Use media and visual literacy skills to select, organize, and create multimodal content that articulates the purpose of the presentation, using two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).</p> <p>B. Craft and publish audience-specific media messages that present claims and findings in a logical sequence.</p> <p><b>6.C.4 Examining Media Messages</b></p> <p>A. Interpret information presented in diverse media formats and explain how it contributes to the topic.</p> <p>B. Explain how media messages are intentionally constructed to impact a specific audience.</p> <p>C. Explain the characteristics and analyze the effectiveness of a variety of media messages by considering the results and/or impact on the intended audience.</p>
--	--

Research (R)	
Grade Six 2017 <i>Standards of Learning</i>	Grade Six 2024 <i>Standards of Learning</i>
<p>6.9 The student will find, evaluate, and select appropriate resources to create a research product.</p> <p>a) Formulate and revise questions about a research topic.</p> <p>b) Collect and organize information from multiple sources.</p> <p>c) Evaluate and analyze the validity and credibility of sources.</p> <p>d) Cite primary and secondary sources.</p>	<p><b>6.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.</b></p> <p><b>6.R.1 Evaluation and Synthesis of Information</b></p> <p>A. Formulate appropriately narrow questions about a research topic and refocus the inquiry when appropriate.</p> <p>B. Collect information from multiple sources, using search terms effectively.</p>

<p>e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.</p> <p>f) Demonstrate ethical use of the Internet.</p>	<p>C. Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.</p> <p>D. Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.</p> <p>E. Organize and share findings in formal and informal oral or written formats.</p> <p>F. Give credit for information quoted or paraphrased using standard citations (e.g., author, article, title, webpage, and publication date).</p> <p>G. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.</p>
---	---

Grade 6 (2017 SOL to 2024 SOL Numbering)	Parameter Changes/Clarifications (2024 SOL)
<ul style="list-style-type: none"> <li>• 6.1—&gt;6.C.1</li> <li>• 6.2—&gt;6.C.2</li> <li>• 6.3—&gt;6.C.3, 6.C.4</li> <li>• 6.4—&gt;6.RV.1</li> <li>• 6.5—&gt;6.DSR, 6.RL.1, 6.RL.2, 6.RL.3</li> <li>• 6.6—&gt;6.DSR, 6.RI.1, 6.RI.2, 6.RI.3</li> <li>• 6.7—&gt;6.W.1, 6.W.2, 6.W.3</li> <li>• 6.8—&gt;6.W.3, 6.LU.1, 6.LU.2</li> <li>• 6.9—&gt; 6.R.1</li> </ul>	<ul style="list-style-type: none"> <li>• 6.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently.</li> <li>• 6.DSR.1 A. - Combines skill identified in 2017 6.5k and 6.6k with new content additions in 2024 (see the "Additions to Grade 6" section).</li> <li>• 6.DSR.1 B. - Combines 2017 6.5 and 6.6 to demonstrate comprehension when reading both literary and informational texts at the grades 6-8 band.</li> <li>• 6.DSR.1 C. - Combines 2017 6.5f, 6.6e, and 6.7f to apply comprehension of what is read through discussion and/or writing by providing textual evidence utilizing skills such as supporting claims, making inferences, and drawing conclusions.</li> <li>• 6.DSR.1 E. - Addresses skill identified in 2017 6.5k and 6.6k to use reading strategies effectively when encountering a challenging section of text. Specifies reading strategies that could be used.</li> <li>• 6.RV.1- Specifies connection to word knowledge for grade six content and texts.</li> <li>• 6.RV.1 A. - Expands 2017 6.4f to enhance the integration of vocabulary when listening, reading, and discussing grade six texts and topics.</li> <li>• 6.RV.1 B.-Addresses skill identified in 2017 6.4c</li> <li>• 6.RV.1 C.-Combines 2017 6.4a and 6.4b</li> <li>• 6.RV.1 D.-Addresses skill identified in 2017 6.4b.</li> <li>• 6.RV.1 E. - Addresses skill identified in 2017 6.4d and specifies types of figurative language that could impact the construction of words to make meaning.</li> <li>• 6.RV.1 F. Combines 2017 6.4c and 6.4e</li> <li>• 6.RV.1 G. Addresses skill identified in 2017 6.4e and 6.4f.</li> </ul>

	<ul style="list-style-type: none"> <li>• 6.RL.1- Focuses on reading comprehension of literary texts associated with grade six.</li> <li>• 6.RL.1 B. - Addresses 2017 6.5a and 6.5g and explicitly identifies the structural components of the exposition.</li> <li>• 6.RL.1 C. - Expands 2017 6.5c to explicitly identify the types of internal and external conflicts</li> <li>• 6.RL.1 D. - Addresses 2017 6.5c to specifically explain how static and dynamic characters impact the plot.</li> <li>• 6.RL.1 E. - Combines 2017 6.5a and 6.5c to specifically explain how the protagonist and antagonist impact the plot.</li> <li>• 6.RL.2- Focuses on the author’s literary craft and style.</li> <li>• 6.RL.2 A. - Clarifies and integrates skills in 2017 6.4d, 6.5e, and 6.5h to explicitly describe how specific poetic elements impact the reader in prose and poetry.</li> <li>• 6.RL.2 B. - Expands 2017 6.5h to explicitly identify elements of an author’s style that can impact tone.</li> <li>• 6.RL.2 C. - Combines and expands 2017’s 6.5d and 6.5b to clarify how the author’s use of point of view influences events in stories, plays, or poems. Specifies the types of point of view.</li> <li>• 6.RL.3- Provides explicit skills students will engage in when comparing multiple texts.</li> <li>• 6.RL.3 A. - Clarifies 2017 6.5b to explain how interactions effect and influence the text.</li> <li>• 6.RL.3 B. - Includes 2017 6.7j and unpacks 2017 6.5i by providing greater specificity around the types of texts that can be used for comparison.</li> <li>• 6.RI.1- Focuses on reading comprehension of information texts associated with grade six.</li> <li>• 6.RI.1 A. - Combines 2017 6.6b and 6.6c</li> <li>• 6.RI.1 B. - Enhances 2017 6.6j to clarify how to describe historical, scientific, or technical texts.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 6.RI.1 C. - Combines skills in 2017 6.6b, 6.6e, 6.6h, 6.6i, and 6.6j to trace the argument of specific claims that are and are not supported with textual evidence</li> <li>• 6.RI.2- Focuses on the author’s informational craft and style by enhancing the rigor.</li> <li>• 6.RI.2 A. - Explicitly identifies text features from 2017 6.6a that can be used to help determine a purpose.</li> <li>• 6.RI.2 B.- Clarifies 2017 6.6f and 6.6g by combining these skills into one standard.</li> <li>• 6.RI.2 C. - Clarifies 2017 6.6e and 6.6h to explain how the author establishes a perspective in an information text.</li> <li>• 6.RI.3- Showcases how multiple texts can be compared, contrasted, and analyzed when reading informational texts.</li> <li>• 6.RI.3 A. Provides specific types of selections from 2017 6.6 that students can engage in when describing selections.</li> <li>• 6.RI.3 B. - Clarifies skills in 2017 6.6j.</li> <li>• 6.W.1- Focuses on the modes and purposes for writing by providing concrete details when writing narratives, expositions, persuasive essays, and reflections.</li> <li>• 6.W.1 A. - Aligns with the skills identified in 2017 6.7d and 6.7e.</li> <li>• 6.W.1 B. - Unpacks the expository writing focus in 2017 6.7d.</li> <li>• 6.W.1 C. - Unpacks the persuasive writing focus in 2017 6.7d</li> <li>• 6.W.1 D. - Unpacks the reflective writing focus in 2017 6.7d.</li> <li>• 6.W.2-Focuses on how writing is generated and organized by students by explicitly highlighting the thesis (i) through the conclusion (vii) through a recursive writing process (2017 6.7a).</li> <li>• 6.W.2 A. - Aligns to the skills identified in 2017 6.7b, 6.7c, and 6.7d.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 6.W.2 A.i.- Aligns and clarifies 2017 6.7g.</li> <li>• 6.W.2 A.ii. - Aligns and clarifies 2017 6.7f.</li> <li>• 6.W.2 A.iii.- Aligns and clarifies 2017 6.7h.</li> <li>• 6.W.2 A.iv. - Aligns and clarifies 2017 6.7i.</li> <li>• 6.W.2 A.v. - Aligns and clarifies 2017 6.7j,</li> <li>• 6.W.2 A.vi. Aligns with 2017 6.7k.</li> <li>• 6.W.3- Focuses on the grade level expectations for usage and mechanics.</li> <li>• 6.W.3 A. - Aligns with 2017 6.7l.</li> <li>• 6.W.3 B. - Incorporates 2017E 6.8h and expands 2017 6.7l to specifically use self- and peer-editing as part of the revision process.</li> <li>• 6.LU.1.- Contains the grammar expectations for grade six.</li> <li>• 6.LU.1 A. - Incorporates 2017 6.8h and expands 2017 6.7k to specifically identify the types of sentences that should be used to communicate ideas when speaking and writing.</li> <li>• 6.LU.1 B. - Aligns with 2017 6.8b to specifically identify the types of pronouns to ensure pronoun-antecedent agreement when speaking and writing</li> <li>• 6.LU.1 C. - Aligns with 2017 6.8f to specify how adverbs can modify verbs in a variety of contexts when speaking and listening</li> <li>• 6.LU.1 D. - Aligns with 2017 6.8a and 6.8f.</li> <li>• 6.LU.1 E. - Aligns with 2017 6.8e to specify the types of confusing verbs to use correctly when speaking and writing.</li> <li>• 6.LU.2- Contains the mechanics expectations for grade six.</li> <li>• 6.LU.2 B. - Aligns with 2017 6.8e.</li> <li>• 6.LU.2 C. - Aligns with 2017 6.8g.</li> <li>• 6.LU.2 D. - Aligns with 2017 6.8g to include using reference materials to check spelling.</li> <li>• 6.C.1- Provides explicitly the speaking and listening skills for students to use when participating in discussions.</li> <li>• 6.C.1 A.i.- Aligns with 2017 6.1a</li> </ul>
--	---



	<ul style="list-style-type: none"> <li>• 6.C.1 A.ii. Combines skills in 2017 6.1b, 6.1c, and 6.9j.</li> <li>• 6.C.1 A.iii. - Combines 2017 6.1d and 6.1i.</li> <li>• 6.C.1 A.iv. - Aligns to 2017 6.1j and expands to include communicating agreement or tactful disagreement to the ideas of others.</li> <li>• 6.C.1 A.v. - Aligns to and expands 2017 6.1e and 6.2d to integrate literacies by summarizing key ideas by using evidence to support opinions and conclusions.</li> <li>• 6.C.1 A.vi. - Combines 2017 6.1f, 6.1g, and 6.1h to evaluate how effective one's personal contributions were during collaboration</li> <li>• 6.C.2- Explicitly states verbal and nonverbal skills when speaking and presenting ideas.</li> <li>• 6.C.2 A.i - Clarifies organization skills associated with effective communication in 2017 6.2a</li> <li>• 6.C.2 A.ii - Clarifies providing evidence when speaking and presented as part of effective communication in 2017 6.2a</li> <li>• 6.C.2 A.iii - Aligns with 2017 6.2b</li> <li>• 6.C.2 A.iv. - Aligns to and clarifies the verbal skills that contribute to effective communication in 2017 6.2a</li> <li>• 6.C.2 A. v. - Aligns to and clarifies the nonverbal skills that contribute to effective communication in 2017 6.2a</li> <li>• 6.C.2 A.vi. - Expands 2017 6.2c to identify types of audience interactions that could be included when delivering presentations.</li> <li>• 6.C.2 A. vii.- Expands 2017 6.9e to include cite reference source material during a presentation.</li> <li>• 6.C.3- Includes examples of communication modes that can be combined to create a multimodal presentation.</li> <li>• 6.C.3 A. - Unpacks 2017 6.2 to specify the types of communication modes and multimodal tools that could be used in presentations.</li> <li>• 6.C.3 B. - Aligns to and clarifies 2017 6.3d.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• 6.C.4- Clarifies opportunities to study media messages</li> <li>• 6.C.4 A. - Combines 2017 6.3a and 6.3c.</li> <li>• 6.C.4 B. - Aligns to 2017 6.3c.</li> <li>• 6.C.4 C. - Aligns to 2017 6.3b.</li> <li>• 6.R.1- Focuses student research to use conceptually related texts when conducting research</li> <li>• 6.R.1 A. - Aligns to 2017 6.9a</li> <li>• 6.R.1 B. - Aligns to 2017 6.9b and focuses specifically on collecting information from multiple sources and using search terms effectively.</li> <li>• 6.R.1 C. - Aligns to 2017 6. and 6.9c and focuses on organizing and synthesizing from multiple sources that have been specifically identified in the SOL. This strand clarifies actions associated with determining the validity and credibility of sources.</li> <li>• 6.R.1 D.- Combines 2017 6.9b and 6.9f and includes creating notes to summarize important concepts while researching.</li> <li>• 6.R.1 F.- Aligns to 2017 6.9d and 6.9e and explicitly incorporates traits of standard citations.</li> <li>• 6.R.1 G. - Aligns to 2017 6.9f and includes ethical and responsible use for artificial intelligence, the internet, and new technologies as they develop.</li> </ul>
<b>Deletions from Grade 6 (2017 SOL)</b>	<b>Additions to Grade 6 (2024 SOL)</b>
<ul style="list-style-type: none"> <li>• 6.8.d - Eliminate double negatives.</li> <li>• 6.8e - Use quotation marks with dialogue. [This strand has been moved in 2024 to 4.LU.2.B.]</li> </ul>	<ul style="list-style-type: none"> <li>• 6.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently</li> <li>• 6.DSR.1. A. - Addresses specific fluency skills that support reading comprehension, including self-monitoring when reading</li> <li>• 6.DSR.1. D. -Engages regularly opportunities to read conceptually related texts through various reading experiences.</li> </ul>

	<ul style="list-style-type: none"> <li>• 6.RV.1.H. - Applies newly learned words in various contexts to support the integration of applying what is read in written and oral communications</li> <li>• 6.RL.1.A. - Asks students to summarize the text and specifies the contents in the summary</li> <li>• 6.W.2.vii. - Adds the use of a concluding statement or section when writing.</li> <li>• 6.LU.2.A - Constructs sentences with appropriate punctuation to avoid comma splices and run-ons in writing.</li> <li>• 6.R.1.E. - Integrates reading, writing, communication, and research by sharing findings formally and informally.</li> </ul>
--	--

## Grade 7 ELA Standards of Learning – 2024 Overview of Revisions

**Developing Skilled Readers and Building Reading Stamina:** *Developing and building the knowledge and comprehension skills needed to engage with text, think critically, and gain knowledge fluently and accurately through reading a range of challenging and complex texts. This strand has been newly added to the 2024 English Standards of Learning, and it serves as the bedrock for grade-level reading comprehension expectations and should be applied when students are reading, writing, collaborating, and researching.*

- Proficiently and fluently read and understand a variety of literary and informational texts in the grades 6-8 band.
- Read texts linked by subject and/or theme to build knowledge and apply what has been read to create authentic written and verbal responses supported by several pieces of evidence to support claims.
- Use reading strategies as appropriate with challenging sections of text to monitor comprehension.

**Reading and Vocabulary:** *Systematically building vocabulary breadth and depth through engaging in texts and participating in rich conversations. The Reading and Vocabulary strand highlights how word etymology, context clues, and cross-discipline vocabulary words impact reading comprehension.*

- Develop and apply academic language and content-specific vocabulary when reading, writing, and speaking in various grade-seven texts and topics.
- Explain the construction of figurative language, including simile, hyperbole, metaphor, and personification.
- Clarify the meaning of an unknown word or select the applicable definition of a word from a text by using word reference materials.

**Reading Literary Texts:** *Deepening and demonstrating comprehension in the understanding of complex literary texts, textual elements, structure, and themes. The Reading Literary Texts strand is organized into three categories: Key Ideas and Plot Details, Craft and Style, and Integration of Concepts. This strand was formerly named “Reading Fiction.”*

- Explain how internal and external conflicts impact narrative structure.
- Compare and contrast literary and nonfiction texts by details, formats, and themes.

**Reading Informational Texts:** *Deepening and demonstrating comprehension in the understanding of complex informational text, textual elements, structures, and purposes. The Reading Informational Texts strand is organized into three categories: Modes and Purposes for Writing, Organization and Composition, and Integration of Concepts. This strand was formerly named “Reading Nonfiction.”*

- Trace an author’s argument through specific claims, details, and evidence and determine if the evidence does or does not support the claim.
- Compare how different authors present arguments around a similar idea or event.

**Writing:** *Composing a variety of writings for diverse audiences and purposes. The Writing strand has been organized into four categories: Modes and Purposes for Writing, Organization and Composition, and Usage and Mechanics.*

- Write for a variety of purposes and audience and align the composition’s organization based on the mode of writing.
- Self-and-peer-edit for the purpose of revising writing for clarity

**Language Usage:** *Developing and using the conventions of Standard English when speaking and writing as appropriate for the context. These standards house the grade level expectations for grammar and usage when applied to speaking and writing. These standards grow in content and rigor across the grade levels. This strand was formerly a part of the Writing strand.*

- Construct various sentence structures correctly when speaking and writing with appropriate punctuation and spelling.

**Communication and Multimodal Literacies:** *Developing effective oral communication and collaboration skills. The Communication and Multimodal Literacies strand is now organized into four categories: Communication, Listening, and Collaboration, Speaking and Presentation of Ideas, Integrating Multimodal Literacies, and Examining Media Messages.*

- Use active listening and verbal and nonverbal skills to participate in and deliver presentations.
- Apply visual and media literacy skill to create and deliver multimodal presentations.
- Explain how media messages are constructed and their impact on the audience.

**Research:** *Conducting research and reading conceptually related texts for a variety of purposes. The Research strand has been organized into one category: Evaluation and Synthesis of Information. Students are encouraged to formulate questions, evaluate the validity of their research from multiple sources, and apply it in their writing and/or responses.*

- Locate, organize, and synthesize information from a variety of sources.

## Comparison of Grade 7 English *Standards of Learning*- 2017 to 2024

Foundations for Reading (FFR)	
Grade Seven 2017 <i>Standards of Learning</i>	Grade Seven 2024 <i>Standards of Learning</i>
	See Kindergarten through grade five for Foundations for Reading standards.

Developing Skilled Readers and Building Reading Stamina (DSR)	
Grade Seven 2017 <i>Standards of Learning</i>	Grade Seven 2024 <i>Standards of Learning</i>
<p>7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.</p> <ul style="list-style-type: none"> <li>b) Identify and explain the theme(s).</li> <li>c) Identify cause and effect relationships and their impact on plot.</li> <li>e) Identify elements and characteristics of a variety of genres.</li> <li>h) Compare/contrast details in literary and informational nonfiction texts.</li> <li>i) Make inferences and draw conclusions based on the text.</li> <li>j) Use reading strategies to monitor comprehension throughout the reading process.</li> </ul> <p>7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p>	<p><b>7.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.</b></p> <ul style="list-style-type: none"> <li>A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (<b>Reading Fluency, K-12</b>).</li> <li>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (<b>Text Complexity, 2-12</b>).</li> </ul>

<p>c) Make inferences and draw logical conclusions using explicit and implied textual evidence.</p> <p>d) Differentiate between fact and opinion.</p> <p>g) Identify the main idea.</p> <p>j) Identify cause and effect relationships.</p> <p>m) Use reading strategies to monitor comprehension throughout the reading process.</p>	<p>C. When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (<b>Textual Evidence, K-12</b>).</p> <p>D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (<b>Deep Reading on Topics to Build Knowledge and Vocabulary, K-12</b>).</p> <p>E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (<b>Reading Strategies, 3-12</b>).</p> <p><b>*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.</b></p>
--	---

Reading and Vocabulary (RV)	
Grade Seven 2017 <i>Standards of Learning</i>	Grade Seven 2024 <i>Standards of Learning</i>

<p>7.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.</p> <ul style="list-style-type: none"> <li>a) Identify word origins and derivations.</li> <li>b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.</li> <li>c) Identify and analyze the construction and impact of figurative language.</li> <li>d) Identify connotations.</li> <li>e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</li> <li>f) Use word-reference materials to determine meanings and etymology.</li> <li>g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</li> </ul>	<p><b>7.RV The student will systematically build vocabulary and word knowledge based on grade seven content and texts.</b></p> <p><b>7.RV.1 Vocabulary Development and Word Analysis</b></p> <ul style="list-style-type: none"> <li>A. Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.</li> <li>B. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meaning of words or phrases.</li> <li>C. Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words.</li> <li>D. Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word.</li> <li>E. Analyze the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification.</li> <li>F. Distinguish among the nuances in the meaning of connotations of words with similar denotations.</li> <li>G. Use general and specialized word-reference materials, print and digital, to identify word origins and derivations, pronunciations, precise meanings, and their parts of speech.</li> <li>H. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities.</li> </ul>
---	---

Reading Literary Text (RL)	
Grade Seven 2017 <i>Standards of Learning</i>	Grade Seven 2024 <i>Standards of Learning</i>



7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.

- a) Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.
- d) Differentiate between first and third person point-of-view.
- f) Compare and contrast various forms and genres of fictional text.
- g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.

**7.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.**

**7.RL.1 Key Ideas and Plot Details**

- A. Describe stated or implied themes of texts and analyze their development throughout the texts using specific details.
- B. Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development.
- C. Explain how static and dynamic characters and the roles of protagonist and antagonist influence plot events.

**7.RL.2 Craft and Style**

- A. Analyze how elements of authors' styles (e.g., word choice, dialogue, form, voice, rhyme, rhythm, and/or sound devices) contribute to meaning in various forms of prose and poetry.
- B. Analyze how the elements of an author's style (e.g., word choice, sentence structure, dialogue, figurative language, imagery) are used to influence and develop tone.
- C. Explain how an author develops the points of view of different characters in a text (e.g., first-person, third person limited, third-person omniscient) and how they affect the reader's interpretation of a text.

**7.RL.3 Integration of Concepts**

	<ul style="list-style-type: none"> <li>A. Explain how particular elements of stories or dramas interact including how settings shape and influence characters and plot.</li> <li>B. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</li> </ul>
--	--

Reading Informational Texts (RI)	
Grade Seven 2017 <i>Standards of Learning</i>	Grade Seven 2024 <i>Standards of Learning</i>
<p>7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <ul style="list-style-type: none"> <li>a) Skim materials using text features including type, headings, and graphics to predict and categorize information.</li> <li>b) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.</li> <li>e) Identify the source, viewpoint, and purpose of texts.</li> <li>f) Describe how word choice and language structure convey an author’s viewpoint.</li> <li>h) Summarize text identifying supporting details.</li> <li>i) Create an objective summary including main idea and supporting details.</li> <li>k) Organize and synthesize information for use in written and other formats.</li> <li>l) Analyze ideas within and between selections providing textual evidence.</li> </ul>	<p><b>7.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.</b></p> <p><b>7.RI.1 Key Ideas and Confirming Details</b></p> <ul style="list-style-type: none"> <li>A. Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.</li> <li>B. Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made and how they are introduced and developed.</li> <li>C. Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced.</li> </ul> <p><b>7.RI.2 Craft and Style</b></p> <ul style="list-style-type: none"> <li>A. Analyze how an author uses text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics and photographs;</li> </ul>

	<p>headings and subheadings; footnotes and annotations) to enhance and support the reader’s comprehension.</p> <p>B. Analyze how an author’s word choice, organizational pattern, and language structure impact the author’s purpose and support the reader’s comprehension.</p> <p>C. Analyze how an author’s purpose(s) reflects the author’s perspective (e.g., beliefs, assumptions, biases) and influences the meaning of an informational text.</p> <p><b>7.RI.3 Integration of Concepts</b></p> <p>A. Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas.</p> <p>B. Compare and contrast how two or more authors writing about the same topic shape their presentations or viewpoints of key information by emphasizing different facts, opinions, and reasoning.</p>
--	--

<b>Foundations for Writing (FFW)</b>	
<b>Grade Seven 2017 <i>Standards of Learning</i></b>	<b>Grade Seven 2024 <i>Standards of Learning</i></b>
N/A	See Kindergarten through grade five for Foundations for Writing standards.

<b>Writing (W)</b>	
<b>Grade Seven 2017 <i>Standards of Learning</i></b>	<b>Grade Seven 2024 <i>Standards of Learning</i></b>

7.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.

- a) Engage in writing as a recursive process.
- b) Choose intended audience and purpose.
- c) Use a variety of prewriting strategies to generate and organize ideas.
- d) Organize writing structure to fit form or topic.
- e) Establish a central idea incorporating evidence, while maintaining an organized structure and a formal style.
- f) Compose a thesis statement for persuasive writing that includes a position.
- g) Clearly state a position and organize reasons and evidence, using credible sources.
- h) Distinguish between fact and opinion to support a position.
- i) Write multiparagraph compositions with elaboration and unity.
- j) Use transition words and phrases within and between paragraphs.
- k) Develop and modify the central idea, tone, and voice to fit the audience and purpose.
- l) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- m) Use clauses and phrases for sentence variety.
- n) Revise writing for clarity of content including specific vocabulary and information.

**7.W The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.**

**7.W.1 Modes and Purposes for Writing**

- A. Write narratives to develop real or imagined experiences or to alter an existing text, using a variety of precise words and phrases and transitional words to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another.
- B. Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
- C. Write persuasively supporting a well-defined point of view with appropriate claims, relevant evidence, and clear reasoning that are logically grouped.
- D. Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).

**7.W.2 Organization and Composition**

- A. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
  - i. Composing a thesis statement that states a position or explains the purpose.

	<ul style="list-style-type: none"> <li>ii. Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.</li> <li>iii. Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).</li> <li>iv. Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.</li> <li>v. Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.</li> <li>vi. Expanding and embedding ideas to create sentence variety.</li> <li>vii. Providing a concluding statement or section.</li> </ul> <p><b>7.W.3 Usage and Mechanics</b></p> <ul style="list-style-type: none"> <li>A. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.</li> <li>B. Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).</li> </ul>
--	--

<b>Language Usage (LU)</b>	
<b>Grade Seven 2017 <i>Standards of Learning</i></b>	<b>Grade Seven 2024 <i>Standards of Learning</i></b>
7.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.	<b>7.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts</b>

<ul style="list-style-type: none"> <li>a) Choose appropriate adjectives and adverbs to enhance writing.</li> <li>b) Use pronoun-antecedent agreement to include indefinite pronouns.</li> <li>c) Use subject-verb agreement with intervening phrases and clauses.</li> <li>d) Edit for verb tense consistency and point of view.</li> <li>e) Use quotation marks with dialogue and direct quotations.</li> <li>f) Use correct spelling for commonly used words</li> </ul>	<p><b>that call for formal English and situations where informal discourse is more appropriate.</b></p> <p><b>7.LU.1 Grammar</b></p> <ul style="list-style-type: none"> <li>A. Construct simple, compound, complex, and compound-complex sentences to communicate ideas clearly and add variety to writing.</li> <li>B. Recognize and use pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns, when speaking and writing.</li> <li>C. Use specific adjectives and adverbs to enhance speech and writing.</li> <li>D. Arrange phrases and clauses within a sentence and apply appropriate subject-verb agreement to improve meaning, reader/listener interest, and style in writing.</li> <li>E. Maintain consistent verb tense across paragraphs in writing.</li> </ul> <p><b>7.LU.2 Mechanics</b></p> <ul style="list-style-type: none"> <li>A. Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.</li> <li>B. Use and punctuate dialogue and direct quotations appropriately in writing.</li> <li>C. Recognize and consistently spell frequently used words accurately.</li> <li>D. Consult reference materials to check and correct spelling.</li> </ul>
---	--

<b>Communications (C)</b>	
<b>Grade Seven 2017 <i>Standards of Learning</i></b>	<b>Grade Seven 2024 <i>Standards of Learning</i></b>

<p>7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.</p> <ul style="list-style-type: none"> <li>a) Use a variety of strategies to listen actively and speak using agreed upon discussion rules with awareness of verbal and nonverbal cues.</li> <li>b) Clearly communicate ideas and information orally in an organized and succinct manner.</li> <li>c) Ask probing questions to seek elaboration and clarification of ideas.</li> <li>d) Participate in collaborative discussions with partners building on others' ideas.</li> <li>e) Make statements to communicate agreement or tactful disagreement with others' ideas.</li> <li>f) Use language and style appropriate to audience, topic, and purpose.</li> <li>g) Give formal and informal presentations in a group or individually, providing evidence to support a main idea.</li> <li>h) Work effectively and respectfully within diverse groups.</li> <li>i) Exhibit willingness to make necessary compromises to accomplish a goal.</li> <li>j) Share responsibility for collaborative work.</li> </ul> <p>7.2 The student will create multimodal presentations both individually and in a group that effectively communicate ideas.</p> <ul style="list-style-type: none"> <li>a) Select, organize, and create content to complement and extend meaning for a selected topic.</li> <li>b) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.</li> <li>c) Use language and vocabulary appropriate to audience, topic, and purpose.</li> </ul>	<p><b>7.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</b></p> <p><b>7.C.1 Communication, Listening, and Collaboration</b></p> <ul style="list-style-type: none"> <li>A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes: <ul style="list-style-type: none"> <li>i. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.</li> <li>ii. Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.</li> <li>iii. Asking and responding to probing questions and providing appropriate feedback within structured discussions.</li> <li>iv. Communicating agreement or tactful disagreement with others' ideas using carefully constructed statements.</li> <li>v. Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.</li> <li>vi. Evaluating the effectiveness of participant interactions and one's own contributions to small group activities.</li> </ul> </li> </ul> <p><b>7.C.2 Speaking and Presentation of Ideas</b></p> <ul style="list-style-type: none"> <li>A. Report orally on a topic or text or present an opinion. This includes:</li> </ul>
---	--

<p>d) Paraphrase and summarize a speaker’s key ideas.</p> <p>7.3 The student will examine the elements of media literacy.</p> <p>a) Identify persuasive/informative techniques used in media.</p> <p>b) Distinguish between fact and opinion, and between evidence and inference.</p> <p>c) Describe how word choice, visual images, and sound convey a viewpoint.</p> <p>d) Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages.</p> <p>e) Craft and publish audience-specific media messages.</p>	<ul style="list-style-type: none"> <li>i. Clearly communicating information in an organized and succinct manner.</li> <li>ii. Providing evidence to support the main ideas, including pertinent descriptions, facts, details, and examples.</li> <li>iii. Adjusting verbal and nonverbal communication skills appropriate to audience, topic, and purpose to enhance the overall message.</li> <li>iv. Responding to audience questions and comments with relevant evidence, observations, and ideas.</li> <li>v. Referencing source material as appropriate during the presentation.</li> <li>vi. Referencing source material as appropriate during the presentation.</li> </ul> <p>B. Memorize and recite a poem demonstrating inflection and meaningful expression that is appropriate to the tone and voice of the selection.</p> <p><b>7.C.3 Integrating Multimodal Literacies</b></p> <ul style="list-style-type: none"> <li>A. Use medial and visual literacy skills to select, organize, and create multimodal content that articulates and enhances the purpose of the presentation using two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).</li> <li>B. Craft and publish audience-specific media messages that present claims and findings with relevant evidence in a logical sequence.</li> </ul>
--	--



	<p><b>7.C.4 Examining Media Messages</b></p> <ul style="list-style-type: none"> <li>A. Explain persuasive/informative techniques used in media to sway the audience (e.g., innuendo, card stacking, bandwagon, and appeal to emotions).</li> <li>B. Analyze media messages for facts, opinions, persuasive messages, word choice, and viewpoint.</li> <li>C. Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages (e.g., authorship, format, content, purpose) on the intended audience.</li> </ul>
--	---

<b>Research (R)</b>	
<b>Grade Seven 2017 <i>Standards of Learning</i></b>	<b>Grade Seven 2024 <i>Standards of Learning</i></b>
<p>7.9 The student will find, evaluate, and select appropriate resources to create a research product.</p> <ul style="list-style-type: none"> <li>a) Formulate and revise questions about a research topic.</li> <li>b) Collect, organize, and synthesize information from multiple sources.</li> <li>c) Analyze and evaluate the validity and credibility of resources.</li> <li>d) Quote, summarize, and paraphrase information from primary and secondary sources using proper citations.</li> <li>e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.</li> <li>f) Demonstrate ethical use of the Internet.</li> </ul>	<p><b>7.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.</b></p> <p><b>7.R.1 Evaluation and Synthesis of Information</b></p> <ul style="list-style-type: none"> <li>A. Formulate questions about a research topic, broadening or narrowing the inquiry as necessary.</li> <li>B. Collect, organize, and synthesize information from multiple sources using various notetaking formats.</li> <li>C. Evaluate and analyze the relevance, validity, and credibility of each source (primary, secondary, digital, and print), determining what information to include and exclude.</li> </ul>

	<p>D. Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.</p> <p>E. Organize and share findings in formal and informal oral written formats.</p> <p>F. Give credit for information quoted or paraphrased, using standard citations (e.g., author, article title and webpage, and publication date).</p> <p>G. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.</p>
--	--

<b>Grade 7 (2017 SOL to 2024 SOL Numbering)</b>	<b>Parameter Changes/Clarifications (2024 SOL)</b>
<ul style="list-style-type: none"> <li>• 7.1—&gt;7.C.1</li> <li>• 7.2—&gt;7.C.2</li> <li>• 7.3—&gt;7.C.3, 7.C.4</li> <li>• 7.4—&gt;7.RV.1</li> <li>• 7.5—&gt;7.DSR, 7.RL.1, 7.RL.2, 7.RL.3</li> <li>• 7.6—&gt;7.DSR, 7.RI.1, 7.RI.2, 7.RI.3</li> <li>• 7.7—&gt;7.W.1, 7.W.2, 7.W.3</li> <li>• 7.8—&gt;7.W.3, 7.LU.1, 7.LU.2</li> <li>• 7.9—&gt; 7.R.1</li> </ul>	<ul style="list-style-type: none"> <li>• 7.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently.</li> <li>• 7.DSR.1 A. - Combines skill identified in 2017 7.5j and 7.6m with new content additions in 2024 (see the "Additions to Grade 7" section).</li> <li>• 7.DSR.1 B. - Combines 2017 7.5 and 7.6 to demonstrate comprehension when reading both literary and informational texts at the grades 6-8 band.</li> <li>• 7.DSR.1 C. - Combines 2017 7.5i, 7.6c, and 7.7g to apply comprehension of what is read through discussion and/or writing by providing textual evidence utilizing skills such as</li> </ul>

	<p>supporting claims, making inferences, and drawing conclusions.</p> <ul style="list-style-type: none"> <li>• 7.DSR.1 E. - Addresses skill identified in 2017 7.5j and 7.6m to use reading strategies effectively when encountering a challenging section of text. Specifies reading strategies that could be used.</li> <li>• 7.RV.1- Specifies connection to word knowledge for grade seven content and texts</li> <li>• 7.RV.1 A. - Expands 2017 7.4g to enhance the integration of vocabulary when listening, reading, and discussing grade seven texts and topics.</li> <li>• 7.RV.1 B.-Addresses skill identified in 2017 7.4e.</li> <li>• 7.RV.1 C.-Combines 2017 7.4a and 7.4b</li> <li>• 7.RV.1 D.-Addresses skill identified in 2017 7.4b</li> <li>• 7.RV.1 E. - Addresses skill identified in 2017 7.4c and specifies types of figurative language that could impact the construction of words to make meaning.</li> <li>• 7.RV.1 F. Addresses skill identified in 2017 7.4d and includes denotations.</li> <li>• 7.RV.1 G. Addresses skills identified in 2017 7.4f and 7.4g.</li> <li>• 7.RL.1- Focuses on reading comprehension of literary texts associated with grade seven</li> <li>• 7.RL.1 A. - Addresses skill identified in 2017 7.5b and increases the rigor to analyze how themes are developed in texts through specific details.</li> <li>• 7.RL.1 B. - Addresses skills identified in 2017 7.5a and 7.5c and explicitly identifies specific elements to include when analyzing plot details.</li> <li>• 7.RL.1 C. - Addresses skills identified in 2017 7.5a and 7.5b.</li> <li>• 7.RL.2- Focuses on the author's literary craft and style</li> <li>• 7.RL.2 A. - Aligns to 2017 7.5g to explicitly identify the elements associated of authors' styles for analysis.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• 7.RL.2 B. - Aligns to 2017 7.5g to explicitly identify elements of an author’s style that can impact tone for analysis.</li> <li>• 7.RL.2 C. - Aligns to 2017 7.5d and clarifies the point of view for examination for third person to explicitly include third-person limited and and third-person omniscient.</li> <li>• 7.RL.3- Provides explicit skills students will engage in when describing and analyzing elements of stories, poetry, or drama when engaging with multiple texts.</li> <li>• 7.RL.3 A. - Combines skills in 2017 7.5a, 7.5e, and 7.5f.</li> <li>• 7.RL.3 B. - Combines 2017 7.5g and 7.5h to specify the types of genres or forms that could be used to compare and contrast themes and topics.</li> <li>• 7.RI.1- Focuses on reading comprehension of information texts associated with grade seven</li> <li>• 7.RI.1 A. - Addresses skills identified in 2017 7.6g and 7.6h to integrate literacies by creating a main idea statement and summarizing key events in a text</li> <li>• 7.RI.1 B. - Addresses skills identified in 2017 7.6k and 7.6lt o enhance the rigor to analyze how an author’s perspective develops in historical, scientific, or technical texts.</li> <li>• 7.RI.1 C. - Combines skills in 2017 7.6g, 7.6c, 7.6d, 7.6j, and 7.6l to trace the argument of specific claims that are and are not supported with textual evidence.</li> <li>• 7.RI.2- Focuses on the author’s informational craft and style by enhancing the rigor</li> <li>• 7.RI.2 A. - Explicitly identifies text features from 2017 7.6a that can be used to help determine a purpose.</li> <li>• 7.RI.2 B. - Clarifies 2017 7.6b to analyze how the author’s purpose is impacted by word choice, organizational pattern, and language structures.</li> <li>• 7.RI.3- Showcases how multiple texts can be compared, contrasted, and analyzed when reading informational texts</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 7.RI.3 A. - Aligns to 2017 7.6 and provides specific types of selections that students can engage in when comparing, contrasting, and analyzing multiple texts</li> <li>• 7.RI.3 B. - Combines 2017 7.6d, 7.6e, and 7.6f to emphasize how authors use different facts, opinions, and reasonings to present ideas and viewpoints.</li> <li>• 7.W.1- Focuses on the modes and purposes for writing by providing concrete and relevant details when writing narratives, expositions, persuasive essays, and reflections.</li> <li>• 7.W.1 A. - Aligns with the skills identified in 2017 7.7d.</li> <li>• 7.W.1 B. - Unpacks the expository writing focus in 2017 7.7d.</li> <li>• 7.W.1 C. - Unpacks the persuasive writing focus in 2017 7.7d. 7.7f, 7.7g, and 7.7h.</li> <li>• 7.W.1 D. - Unpacks the reflective writing focus in 2017 7.7d.</li> <li>• 7.W.2-Focuses on how writing is generated and organized by students by explicitly highlighting the thesis (i) through the conclusion (vii). This includes skills identified in 2017 7.7a, 7.7b, and 7.7c.</li> <li>• 7.W.2 A.i.- Aligns and clarifies 2017 7.7g.</li> <li>• 7.W.2 A.ii. - Aligns and clarifies 2017 7.7e and 7.7i.</li> <li>• 7.W.2 A.iii.- Aligns and clarifies 2017 7.7g and 7.7h.</li> <li>• 7.W.2 A.iv. - Aligns and clarifies 2017 7.7j.</li> <li>• 7.W.2 A.v. - Aligns and clarifies 2017 7.7k.</li> <li>• 7.W.2 A.vi. Aligns with 2017 7.7l and 7.7m.</li> <li>• 7.W.3- Focuses on the grade level expectations for usage and mechanics</li> <li>• 7.W.3 A. - Aligns with 2017 7.7n.</li> <li>• 7.W.3 B. - Expands 2017 7.7n to specifically use self- and peer-editing as part of the revision process.</li> <li>• 7.LU.1.- Contains the grammar expectations for grade seven</li> <li>• 7.LU.1 A. - Aligns with 2017 7.7n and specifically identifies the types of sentences that should be used to communicate ideas.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• 7.LU.1 B. - Aligns with 2017 7.8b and specifically identifies types of pronouns to ensure pronoun-antecedent agreement when speaking and writing</li> <li>• 7.LU.1 C. - Aligns with 2017 7.8a Specifies how adverbs can modify verbs in a variety of contexts when speaking and listening</li> <li>• 7.LU.1 E. - Aligns with 2017 7.8c and 7.8d and clarifies the types of confusing verbs to use correctly when speaking and writing</li> <li>• 7.LU.2- Contains the mechanics expectations for grade seven</li> <li>• 7.LU.2 A. - Aligns with 2017 7.8 to specifically address correct use of punctuation to avoid comma splices and run-ons when writing.</li> <li>• 7.LU.2 B. - Aligns with 2017 7.8e.</li> <li>• 7.LU.2 C. - Aligns with 2017 7.8f.</li> <li>• 7.LU.2 D. - Aligns with 2017 7.8 f to include using reference materials to check spelling.</li> <li>• 7.C.1- Provides explicitly the speaking and listening skills for students to use when participating in discussions</li> <li>• 7.C.1 A.i. - Aligns with 2017 7.1a.</li> <li>• 7.C.1 A.ii. - Combines skills in 2017 7.1a, 7.1d, 7.1e, and 7.1h and clarifies student actions associated with peer collaboration.</li> <li>• 7.C.1 A.iii. - Aligns to 2017 7.1c and includes feedback opportunities during structured conversations</li> <li>• 7.C.1 A.iv. - Addresses skills identified in 2017 7.1e</li> <li>• 7.C.1 A.v. - Aligns to 2017 7.1b, 7.1f, and 7.2d and integrates literacies by responding to discussion after reflection.</li> <li>• 7.C.1 A.vi. - Combines skills addressed in 2017 7.1h, 7.1i, and 7.1j.</li> <li>• 7.C.2- Explicitly states verbal and nonverbal skills when speaking and presenting ideas</li> <li>• 7.C.2 A.i. - Aligns to skills addressed in 2017 7.1b.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 7.C.2 A.ii. - Aligns to skills addressed in 2017 7.1g and specifies examples of evidence that can be while speaking or presenting.</li> <li>• 7.C.2 A.iii. - Aligns to skills identified in 2017 7.2b and 7.2c.</li> <li>• 7.C.2 A.v.- Expands 2017 7.9d to include cite reference source material during a presentation.</li> <li>• 7.C.3- Includes examples of communication modes that can be combined to create a multimodal presentation</li> <li>• 7.C.3 A. - Aligns to skills identified in 2017 7.2a and clarifies the types of communication modes and multimodal tools that could be used in presentations.</li> <li>• 7.C.3 B. - Aligns to skills identified in 2017 7.1g and 7.2a.</li> <li>• 7.C.4 - Clarifies opportunities to study media messages</li> <li>• 7.C.4 A. - Combines skills identified in 2017 7.3a and 7.3e and specifies persuasive/informative techniques used in media to influence audiences.</li> <li>• 7.C.4 B. - Aligns with 2017 7.3b and 7.3c to specify how media messages can be analyzed.</li> <li>• 7.C.4 C. - Addresses the skills identified in 2017 7.3d to clarify techniques used in media messages when comparing and contrasting media message techniques.</li> <li>• 7.R.1- Focuses student research to use conceptually related texts when conducting research</li> <li>• 7.R.1 A. - Aligns to skills addressed in 2017 7.9a.</li> <li>• 7.R.1 B. - Aligns to skills addressed in 2017 7.9b.</li> <li>• 7.R.1 C. - Aligns to skills addressed in 2017 7.9c and specifies which sources can be analyzed and how sources can be analyzed to determine what to include and exclude.</li> <li>• 7.R.1 D.- Aligns to skills addressed in 2017 7.9d and 7.9f.</li> <li>• 7.R.1 F.- Aligns to skills addressed in 2017 7.9d and 7.9e and explicitly incorporates traits of standard citations.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>7.R.1 G. - Aligns to 2017 7.9f and clarifies sources to include the Internet, Artificial Intelligence, and new technologies as they develop.</li> </ul>
<b>Deletions from Grade 7 (2017 SOL)</b>	<b>Additions to Grade 7 (2024 SOL)</b>
7.6i - Create an objective summary including main idea and supporting details.	<ul style="list-style-type: none"> <li>7.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently</li> <li>7.DSR.1. A. - Addresses specific fluency skills that support reading comprehension, including self-monitoring when reading.</li> <li>7.DSR.1. D. -Engages regularly opportunities to read conceptually related texts through various reading experiences.</li> <li>7.RV.1.H. - Applies newly learned words in various contexts to support the integration of applying what is read in written and oral communications</li> <li>7.RI.2.C. - Analyzes how and author’s purpose and/or beliefs impact the meaning of an informational text</li> <li>7.LU.1.D. - Uses and arranges phrases and clauses to improve writing in various ways and applies appropriate subject-verb agreement.</li> <li>7.C.2.A.iv. - Engages with the audience meaningfully with evidence</li> <li>7.C.2.B. - Memorizes and recites poetry using inflection and meaningful expression using the appropriate tone and voice for the selection</li> <li>7.R.1.E. - Integrates reading, writing, communication, and research by sharing findings formally and informally</li> </ul>



## Grade 8 ELA *Standards of Learning* – 2024 Overview of Revisions

**Developing Skilled Readers and Building Reading Stamina:** *Developing and building the knowledge and comprehension skills needed to engage with text, think critically, and gain knowledge fluently and accurately through reading a range of challenging and complex texts. This strand has been newly added to the 2024 English Standards of Learning, and it serves as the bedrock for grade-level reading comprehension expectations and should be applied when students are reading, writing, collaborating, and researching.*

- Proficiently and fluently read and understand a variety of literary and informational texts in the grades 6-8 band.
- Read texts linked by subject and/or theme to build knowledge and apply what has been read to create authentic written and verbal responses supported by several pieces of evidence to support claims.
- Use reading strategies as appropriate with challenging sections of text to monitor comprehension.

**Reading and Vocabulary:** *Systematically building vocabulary breadth and depth through engaging in texts and participating in rich conversations. The Reading and Vocabulary strand highlights how word etymology, context clues, and cross-discipline vocabulary words impact reading comprehension.*

- Develop and apply academic language and content-specific vocabulary when reading, writing, and speaking in various grade-eight texts or contexts.
- Analyze the construction of figurative language, including simile, hyperbole, metaphor, and personification.
- Use word reference materials to determine pronunciation, parts of speech, etymology, and derivations.

**Reading Literary Texts:** *Deepening and demonstrating comprehension in the understanding of complex literary texts, textual elements, structure, and themes. The Reading Literary Texts strand is organized into three categories: Key Ideas and Plot Details, Craft and Style, and Integration of Concepts. This strand was formerly named “Reading Fiction.”*

- Explain how plot patterns and subplots impact narrative structure.
- Analyze how the author’s style impacts tone and voice.
- Compare and contrast historical literary and nonfiction texts by details, formats, and themes to understand how authors of fiction use or alter history.

**Reading Informational Texts:** *Deepening and demonstrating comprehension in the understanding of complex informational text, textual elements, structures, and purposes. The Reading Informational Texts strand is organized into three categories: Modes and Purposes for Writing, Organization and Composition, and Integration of Concepts. This strand was formerly named “Reading Nonfiction.”*

- Trace and evaluate an author’s argument through specific claims, details, and evidence and determine if the evidence is relevant and sufficient to support the claims.
- Compare and contrast how different authors present conflicting information around a similar idea or event and determining where the texts disagree with textual support.

**Writing:** *Composing a variety of writings for diverse audiences and purposes. The Writing strand has been organized into four categories: Modes and Purposes for Writing, Organization and Composition, and Usage and Mechanics.*

- Write for a variety of purposes and audience and align the composition’s organization accordingly based on the mode and purpose of writing.
- Self-and-peer-edit for the purpose of revising writing for clarity

**Language Usage:** *Developing and using the conventions of Standard English when speaking and writing as appropriate for the context. These standards house the grade level expectations for grammar and usage when applied to speaking and writing. These standards grow in content and rigor across the grade levels. This strand was formerly a part of the Writing strand.*

- Construct various sentence structures correctly when speaking and writing with appropriate punctuation and spelling.
- Use specific adjectives and adverbs to enhance speech and writing.
- Arrange clauses and phrases in ways to improve the reader’s experience and comprehension.

**Communication and Multimodal Literacies:** *Developing effective oral communication and collaboration skills. The Communication and Multimodal Literacies strand is now organized into four categories: Communication, Listening, and Collaboration, Speaking and Presentation of Ideas, Integrating Multimodal Literacies, and Examining Media Messages.*

- Participate in collaborative discussions thoughtfully, asking clarifying questions, communicating agreement and tactful disagreement, and valuing the contributions of others.
- Respond to audience questions and comments with evidence.
- Apply visual and media literacy skill to create, deliver, and publish multimodal presentations.

- Examine, analyze, and evaluate how media messages are constructed, their impact on the audience, and how sources are used to support content.

**Research:** *Conducting research and reading conceptually related texts for a variety of purposes. The Research strand has been organized into one category: Evaluation and Synthesis of Information. Students are encouraged to formulate questions, evaluate the validity of their research from multiple sources, and apply it in their writing and/or responses.*

- Locate, organize, synthesize, and evaluate information from a variety of sources to share in formal and informal formats when speaking and writing.

## Comparison of Grade 8 English *Standards of Learning*- 2017 to 2024

Foundations for Reading (FFR)	
Grade Eight 2017 <i>Standards of Learning</i>	Grade Eight 2024 <i>Standards of Learning</i>
N/A	See Kindergarten through grade five for Foundations for Reading standards.

Developing Skilled Readers and Building Reading Stamina (DSR)	
Grade Eight 2017 <i>Standards of Learning</i>	Grade Eight 2024 <i>Standards of Learning</i>
<p>8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.</p> <ul style="list-style-type: none"> <li>b) Identify cause and effect relationships and their impact on plot.</li> <li>c) Explain the development of the theme(s).</li> <li>e) Make inferences and draw conclusions based on explicit and implied information using references to the text for support.</li> <li>f) Identify and analyze characteristics within a variety of genres.</li> <li>g) Compare/contrast details in literary and informational nonfiction texts.</li> <li>j) Use reading strategies to monitor comprehension throughout the reading process.</li> </ul> <p>8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.</p>	<p><b>8.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.</b></p> <ul style="list-style-type: none"> <li>A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary <b>(Reading Fluency, K-12)</b>.</li> <li>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) <b>(Text Complexity, 2-12)</b>.</li> </ul>

<p>d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.</p> <p>g) Differentiate between fact and opinion.</p> <p>h) Identify the main idea.</p> <p>j) Identify cause and effect relationships.</p> <p>m) Use reading strategies to monitor comprehension throughout the reading process.</p>	<p>C. When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located <b>(Textual Evidence, K-12)</b>.</p> <p>D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning <b>(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12)</b>.</p> <p>E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others <b>(Reading Strategies, 3-12)</b>.</p> <p><b>*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.</b></p>
--	---

Reading and Vocabulary (RV)	
Grade Eight 2017 <i>Standards of Learning</i>	Grade Eight 2024 <i>Standards of Learning</i>

<p>8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.</p> <ul style="list-style-type: none"> <li>a) Identify and analyze the construction and impact of an author’s use of figurative language.</li> <li>b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.</li> <li>c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.</li> <li>d) Identify the meaning of common idioms.</li> <li>e) Use word-reference materials to determine meanings and etymology.</li> <li>f) Discriminate between connotative and denotative meanings and interpret the connotation.</li> <li>g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</li> </ul>	<p><b>8.RV The student will systematically build vocabulary and word knowledge based on grade eight content and texts.</b></p> <p><b>8.RV.1 Vocabulary Development and Word Analysis</b></p> <ul style="list-style-type: none"> <li>A. Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.</li> <li>B. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meaning of words or phrases.</li> <li>C. Apply knowledge of Greek and Latin roots and affixes to determine the meaning of unfamiliar words.</li> <li>D. Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word.</li> <li>E. Analyze the construction and meaning of an author’s use of symbols, analogy, and figurative language such as simile, metaphor, personification, hyperbole, and idiom.</li> <li>F. Discriminate between the meanings of connotative words and their denotative meanings.</li> <li>G. Use general and specialized word-reference materials, print and digital, to determine pronunciation, etymology, derivations, and parts of speech.</li> <li>H. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities.</li> </ul>
--	--

Reading Literary Text (RL)	
Grade Eight 2017 <i>Standards of Learning</i>	Grade Eight 2024 <i>Standards of Learning</i>

8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.

- a) Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning.
- d) Explain the use of symbols and figurative language.
- h) Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
- i) Compare and contrast authors' styles.

**8.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.**

**8.RL.1 Key Ideas and Plot Details**

- A. Analyze and explain the development of theme(s) over the course of texts and their relationship to the characters, settings, plots, and overall messages.
- B. Explain how different plot patterns (e.g., comedy, drama, tragedy) and subplots create meaning and examine their influence on characters, theme, pacing, and point of view.
- C. Justify the decisions and actions of dynamic versus static characters using dialogue or specific events from the text.

**8.RL.2 Craft and Style**

- A. Interpret the meaning and analyze the impact of poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) on the reader.
- B. Analyze how the elements of an author's style (e.g., dialogue, sentence structure and word choices) are used to influence and develop tone and voice.
- C. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- D. Analyze how an author's use of literary devices including foreshadowing, flashback, symbolism, and irony are used to build mystery, suspense, or surprise.

	<p><b>8.RL.3 Integration of Concepts</b></p> <ul style="list-style-type: none"> <li>A. Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.</li> <li>B. Compare and contrast fictional portrayals of a time, place, or character with historical accounts of the same period as a means of understanding how authors of fiction use or alter history.</li> <li>C. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; literary nonfiction and informational) in terms of their approaches to similar themes and topics.</li> </ul>
--	--

<b>Reading Informational Texts (RI)</b>	
<b>Grade Eight 2017 <i>Standards of Learning</i></b>	<b>Grade Eight 2024 <i>Standards of Learning</i></b>
<p>8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.</p> <ul style="list-style-type: none"> <li>a) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.</li> <li>b) Apply knowledge of text features and organizational patterns to analyze selections.</li> <li>c) Skim materials to develop an overview or locate information.</li> <li>e) Analyze the author’s qualifications, viewpoint, word choice, and impact.</li> <li>f) Analyze details for relevance and accuracy.</li> <li>i) Summarize the text identifying supporting details.</li> </ul>	<p><b>8.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.</b></p> <p><b>8.RI.1 Key Ideas and Confirming Details</b></p> <ul style="list-style-type: none"> <li>A. Create a main idea statement and provide an accurate summary, clarifying the relationships among the key details and ideas or events.</li> <li>B. Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made,</li> </ul>



<p>k) Evaluate, organize, and synthesize information for use in written and other formats.</p> <p>l) Analyze ideas within and between selections providing textual evidence.</p>	<p>how they are introduced and developed, and the connections drawn between them.</p> <p>C. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning and evidence are relevant and sufficient to support the claims.</p> <p><b>8.RI.2 Craft and Style</b></p> <p>A. Evaluate an author’s use of text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; footnotes and annotations) to enhance and support the reader’s comprehension.</p> <p>B. Analyze how an author’s word choice, organizational pattern, language structure, viewpoints, and qualifications impact meaning and credibility of a text.</p> <p>C. Analyze how an author establishes and conveys a perspective or purpose in a text and acknowledges and responds to conflicting evidence or viewpoints.</p> <p><b>8.RI.3 Integration of Concepts</b></p> <p>A. Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented.</p> <p>B. Compare and contrast how two or more authors present conflicting information on the same topic by assessing where the texts disagree in reasoning and evidence.</p>
--	---

<b>Foundations for Writing (FFW)</b>	
<b>Grade Eight 2017 <i>Standards of Learning</i></b>	<b>Grade Eight 2024 <i>Standards of Learning</i></b>
N/A	See Kindergarten through grade five for Foundations for Writing standards.

<b>Writing (W)</b>	
<b>Grade Eight 2017 <i>Standards of Learning</i></b>	<b>Grade Eight 2024 <i>Standards of Learning</i></b>
<p>8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.</p> <ul style="list-style-type: none"> <li>a) Engage in writing as a recursive process.</li> <li>b) Choose intended audience and purpose.</li> <li>c) Use prewriting strategies to generate and organize ideas.</li> <li>d) Organize writing structure to fit form or topic.</li> <li>e) Establish a central idea incorporating evidence, maintaining an organized structure and formal style.</li> <li>f) Compose a thesis statement for persuasive writing that advocates a position.</li> <li>g) Clearly state and defend a position with reasons and evidence, from credible sources.</li> <li>h) Identify a counterclaim and provide a counter - argument.</li> <li>i) Distinguish between fact and opinion to support a position.</li> <li>j) Organize information to provide elaboration and unity.</li> <li>k) Develop and modify the central idea, tone, and voice to fit the audience and purpose.</li> </ul>	<p><b>8.W The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.</b></p> <p><b>8.W.1 Modes and Purposes for Writing</b></p> <ul style="list-style-type: none"> <li>A. Write narratives to develop real or imagined experiences or to alter an existing text, using well-structured event sequences, precise words and phrases, and transitional words to develop the characters, convey sequence, and capture the action.</li> <li>B. Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.</li> <li>C. Write persuasively, supporting well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made.</li> </ul>

<p>l) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.</p>	<p>D. Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).</p> <p><b>8.W.2 Organization and Composition</b></p> <p>A. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:</p> <ul style="list-style-type: none"> <li>i. Composing a thesis statement that states a position or explains the purpose.</li> <li>ii. Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.</li> <li>iii. Stating and defending conclusions or positions with reasons and precise, relevant evidence and complete explanation of how evidence and details support a position addressing counterclaims when appropriate.</li> <li>iv. Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.</li> <li>v. Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.</li> <li>vi. Expanding and embedding ideas to create sentence variety.</li> <li>vii. Providing a concluding statement or section.</li> </ul> <p><b>8.W.3 Usage and Mechanics</b></p>
---	--

	<ul style="list-style-type: none"> <li>A. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.</li> <li>B. Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).</li> </ul>
--	---

Language Usage (LU)	
8 <sup>th</sup> Grade 2017	8 <sup>th</sup> Grade 2024 <i>Standards of Learning</i>
<p>8.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <ul style="list-style-type: none"> <li>a) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.</li> <li>b) Correctly use pronouns in prepositional phrases with compound objects.</li> <li>c) Use a variety of sentence structures to infuse sentence variety in writing.</li> <li>d) Maintain consistent verb tense across paragraphs.</li> <li>e) Use comparative and superlative degrees in adverbs and adjectives.</li> <li>f) Use quotation marks with dialogue and direct.</li> <li>g) Use correct spelling for frequently used words.</li> </ul>	<p><b>8.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</b></p> <p><b>8.LU.1 Grammar</b></p> <ul style="list-style-type: none"> <li>A. Construct simple, compound, complex, and compound-complex sentences to communicate ideas clearly and add variety to writing.</li> <li>B. Recognize and use pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns, when speaking and writing.</li> <li>C. Use specific adjectives and adverbs to enhance speech and writing.</li> <li>D. Arrange phrases and clauses within a sentence to improve meaning reader/listener interest, and style in writing.</li> <li>E. Maintain consistent verb tense across paragraphs in writing.</li> </ul> <p><b>8.LU.2 Mechanics</b></p>

	<p>A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.</p> <p>B. Use and punctuate dialogue and direct quotations appropriately in writing.</p> <p>C. Recognize and consistently spell frequently used words accurately.</p> <p>D. Consult reference materials to check and correct spelling.</p>
--	--

Communications (C)	
Grade Eight 2017 <i>Standards of Learning</i>	Grade Eight 2024 <i>Standards of Learning</i>
<p>8.1 The student will participate in, collaborate in, and report on small-group learning activities.</p> <ul style="list-style-type: none"> <li>a) Assume responsibility for specific group tasks and share responsibility for collaborative work within diverse teams.</li> <li>b) Exhibit willingness to make necessary compromises to accomplish a goal.</li> <li>c) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</li> <li>d) Include all group members, and value individual contributions made by each group member.</li> <li>e) Make statements to communicate agreement or tactful disagreement with others' ideas.</li> <li>f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</li> <li>g) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.</li> </ul> <p>8.2 The student will develop and deliver multimodal, interactive presentations collaboratively and individually.</p>	<p><b>8.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</b></p> <p><b>8.C.1 Communication, Listening, and Collaboration</b></p> <ul style="list-style-type: none"> <li>A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes: <ul style="list-style-type: none"> <li>i. Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.</li> <li>ii. Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.</li> <li>iii. Asking clarifying questions and responding appropriately to others' questions to encourage</li> </ul> </li> </ul>

<p>a) Select, organize, and create multimodal content that encompasses opposing points of view.</p> <p>b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.</p> <p>c) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.</p> <p>d) Cite information sources.</p> <p>e) Respond to audience questions and comments.</p> <p>f) Differentiate between Standard English and informal language.</p> <p>g) Evaluate presentations.</p> <p>8.3 The student will analyze, develop, and produce creative or informational media messages.</p> <p>a) Analyze the purpose of information and persuasive techniques used in diverse media formats.</p> <p>b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.</p> <p>c) Use media and visual literacy skills to create products to express new understandings.</p> <p>d) Evaluate sources for relationships between intent and factual content.</p> <p>e) Utilize multimedia to clarify information and emphasize differing points of view.</p> <p>f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).</p> <p>g) Demonstrate the ethical use of the Internet when evaluating or producing creative or informational media messages.</p>	<p>discussion, foster understanding, and maintain focus on the topic.</p> <p>iv. Communicating agreement or tactful disagreement with others' ideas, using carefully constructed responses.</p> <p>v. Thoughtfully paraphrasing and summarizing ideas made during discussions.</p> <p>vi. Acknowledging new insights expressed by others, and, when justified, modifying their own views.</p> <p>vii. Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.</p> <p>viii. Using self-reflection to evaluate one's own role in preparation and participation in small-group activities.</p> <p><b>8.C.2 Speaking and Presentation of Ideas</b></p> <p>A. Deliver collaborative and individual formal and informal interactive presentations This includes:</p> <p>i. Clearly communicating information in an organized and succinct manner.</p> <p>ii. Incorporating pertinent descriptions, facts, details, and examples to support the main ideas.</p> <p>iii. Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.</p> <p>iv. Responding to audience questions and comments with relevant evidence, observations, and ideas.</p>
--	--

	<p>v. Referencing source material as appropriate during the presentation.</p> <p><b>8.C.3 Integrating Multimodal Literacies</b></p> <p>A. Plan and present a multimodal presentation that</p> <ul style="list-style-type: none"> <li>i. Sequences ideas logically.</li> <li>ii. Uses pertinent descriptions, facts, and details.</li> <li>iii. Uses two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).</li> <li>iv. Emphasizes different points of view.</li> </ul> <p>B. Craft and publish audience-specific media messages that present claims and findings with relevant evidence and reasoning.</p> <p><b>8.C.4 Examining Media Messages</b></p> <p>A. Examine how the media can influence beliefs, behaviors, and interpretations by using persuasive techniques (e.g., name calling, innuendo, glittering generalities, card stacking, bandwagon, testimonials, appeal to prestige, snobbery or plain folks, appeal to emotions).</p> <p>B. Analyze how similar information is presented in diverse media formats by examining electronic, print, propaganda, and mass media.</p> <p>C. Evaluate sources for their relationships, motives, intent, and content (e.g., social, emotional, commercial).</p>
--	---

Research (R)	
Grade Eight 2017 <i>Standards of Learning</i>	Grade Eight 2024 <i>Standards of Learning</i>
<p>8.9 The student will find, evaluate, select, and synthesize appropriate resources to produce a research product.</p> <ul style="list-style-type: none"> <li>a) Formulate and revise questions about a research topic.</li> <li>b) Collect and synthesize information from multiple sources.</li> <li>c) Evaluate and analyze the validity and credibility of resources.</li> <li>d) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.</li> <li>e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.</li> <li>f) Quote, summarize and paraphrase research findings.</li> <li>g) Publish findings and respond to feedback.</li> <li>h) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.</li> <li>i) Demonstrate ethical use of the Internet.</li> </ul>	<p><b>8.R. The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.</b></p> <p><b>8.R.1 Evaluation and Synthesis of Information</b></p> <ul style="list-style-type: none"> <li>A. Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary.</li> <li>B. Collect, organize, and synthesize information from multiple sources using various notetaking formats.</li> <li>C. Evaluate and analyze the relevance, validity, and credibility of sources (primary, secondary, digital, and print) identifying main and supporting ideas, conflicting information, points of view, and any biases.</li> <li>D. Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.</li> <li>E. Organize and share findings in formal and informal oral or written formats.</li> <li>F. Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.</li> <li>G. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.</li> </ul>



• .

Grade 8 (2017 SOL to 2024 SOL Numbering)	Parameter Changes/Clarifications (2024 SOL)
<ul style="list-style-type: none"> <li>• 8.1—&gt;<b>8.C.1</b></li> <li>• 8.2—&gt;<b>8.C.2</b></li> <li>• 8.3—&gt;<b>8.C.3, 8.C.4</b></li> <li>• 8.4—&gt;<b>8.RV.1</b></li> <li>• 8.5—&gt;<b>8.DSR, 8.RL.1, 8.RL.2, 8.RL.3</b></li> <li>• 8.6—&gt;<b>8.DSR, 8.RI.1, 9.RI.2, 8.RI.3</b></li> <li>• 8.7—&gt;<b>8.W.1, 8.W.2,8.W.3</b></li> <li>• 8.8—&gt;<b>8.W.3, 8.LU.1, 8.LU.2</b></li> <li>• 8.9—&gt; <b>8.R.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• 8.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently.</li> <li>• 8.DSR.1 A. - Combines skill identified in 2017 8.5j and 8.6m with new content additions in 2024 (see the "Additions to Grade 8" section).</li> <li>• 8.DSR.1 B. - Combines 2017 8.5 and 8.6 to demonstrate comprehension when reading both literary and informational texts at the grades 6-8 band.</li> <li>• 8.DSR.1 C. - Combines 2017 8.5e, 8.6d, and 8.7g to apply comprehension of what is read through discussion and/or writing by providing textual evidence utilizing skills such as supporting claims, making inferences, and drawing conclusions.</li> <li>• 8.DSR.1 E. - Addresses skill identified in 2017 8.5j and 8.6m to use reading strategies effectively when encountering a challenging section of text. Specifies reading strategies that could be used.</li> <li>• 8.RV.1- Specifies connection to word knowledge for grade eight content and texts</li> <li>• 8.RV.1 A. - Expands 2017 8.4g to enhance the integration of vocabulary when listening, reading, and discussing grade eight texts and topics.</li> <li>• 8.RV.1 B. - Addresses skills in 2017 8.4b and specifies the types of contexts that can be used to determine meaning.</li> <li>• 8.RV.1 C. - Addresses skills identified in 2017 8.4c.</li> <li>• 8.RV.1 D. - Addresses skills identified in 2017 8.4c.</li> <li>• 8.RV.1 E. - Addresses skills identified in 8.4a and 8.4d and specifies types of figurative language that could impact the construction of words to make meaning.</li> <li>• 8.RV.1 F. - Addresses skills identified in 2017 8.4f.</li> </ul>

	<ul style="list-style-type: none"> <li>• 8.RV.1 G. - Addresses skills identified in 2017 8.4c and 8.4e.</li> <li>• 8.RL.1- Focuses on reading comprehension of literary texts associated with grade eight</li> <li>• 8.RL.1 A. - Addresses skills identified in 2017 8.5b and 8.5c and analyzes how themes are developed in texts through plot details.</li> <li>• 8.RL.1 B. - Addresses skills identified in 2017 8.5a and 8.5c and specifies the types of plot patterns that can create meaning.</li> <li>• 8.RL.1 C. - Addresses the skills identified in 2017 8.5a and 8.5b and increases the rigor to justify the actions of different character types with textual evidence</li> <li>• 8.RL.2- Focuses on the author's literary craft and style</li> <li>• 8.RL.2 A. - Aligns to 2017 8.5h and explicitly identifies the poetic elements in prose and poetry.</li> <li>• 8.RL.2 B. - Aligns to 2017 8.5d and 8.5g and explicitly identifies elements of an author's style that can impact tone for analysis.</li> <li>• 8.RL.2 C. - Aligns to skills addressed in 2017 8.5a, 8.5d, 8.5h, and 8.5i.</li> <li>• 8.RL.2 D. - Aligns to 2017 8.5d and explicitly identifies literary devices that can generate mystery, suspense, or surprise.</li> <li>• 8.RL.3- Provides explicit skills students will engage in when describing and analyzing elements of stories, poetry, or drama when engaging with multiple texts.</li> <li>• 8.RL.3 A. - Aligns to skills addressed in 2017 8.5e and 8.5f.</li> <li>• 8.RL.3 B. - Aligns to skills addressed in 8.5h and 8.5i and specifies how students will compare and contrast historical fiction that occur during the same time period.</li> <li>• 8.RI.1- Focuses on reading comprehension of information texts associated with grade eight</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• 8.RI.1 A. - Addresses skill associated with 2017 8.6g, 8.6h, and 8.8i and integrates literacies by creating a main idea statement and summarizing key events in a text.</li> <li>• 8.RI.1 B. - Addresses skills identified in 2017 8.6a, 8.6b, 8.6c, 8.6e, and 8.8j. Enhances the rigor to analyze how an author’s perspective develops in historical, scientific, or technical texts.</li> <li>• 8.RI.1 C. - Addresses skills identified in 2017 8.6a, 8.6b, and 8.6c. Enhances the rigor to trace and evaluate the argument of specific claims that are and are not supported with textual evidence.</li> <li>• 8.RI.2- Focuses on the author’s informational craft and style by enhancing the rigor</li> <li>• 8.RI.2A. - Aligns with 2017 8.6a and explicitly identifies text features that can be used to help evaluate the author’s use of them to support reading comprehension.</li> <li>• 8.RI.2 B. - Aligns with 2017 8.6 b and 8.6f and analyzes how the author’s purpose is impacted by word choice, organizational pattern, and language structures.</li> <li>• 8.RI.2 C. - Aligns with 2017 8.6d and 8.6l.</li> <li>• 8.RI.3- Showcases how multiple texts can be compared, contrasted, and analyzed when reading informational texts</li> <li>• 8.RI.3 A. - Aligns with skills identified in 2017 8.6a, 8.6b, 8.6e, 8.6f, 8.6k, and 8.6l. Provides specific types of selections that students can engage in when comparing multiple texts.</li> <li>• 8.W.1- Focuses on the modes and purposes for writing by providing concrete details when writing narratives, expositions, persuasive essays, and reflections. This includes skills identified in 2017 8.7g, 8.7h, and 8.7i to be used as appropriate based on the mode and purpose for writing.</li> <li>• 8.W.1 A. - Aligns with the skills identified in 2017 8.7d.</li> <li>• 8.W.1 B. - Unpacks the expository writing focus in 2017 8.7d.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 8.W.1 C. - Unpacks the persuasive writing focus in 2017 8.7d. 8.7f, 8.7g, and 8.7h.</li> <li>• 8.W.1 D. - Unpacks the reflective writing focus in 2017 8.7d.</li> <li>• 8.W.2-Focuses on how writing is generated and organized by students by explicitly highlighting the thesis (i) through the conclusion (vi). These skills occur as part of a recursive writing process with skills identified in 2017 8.7a, 8.7b. 8.7c, and 8.7d.</li> <li>• 8.W.2 A.i.- Aligns and clarifies 2017 8.7f.</li> <li>• 8.W.2 A.ii. - Aligns and clarifies 2017 8.7e.</li> <li>• 8.W.2 A.iii.- Aligns and clarifies 2017 8.7j.</li> <li>• 8.W.2 A.iv. - Aligns and clarifies 2017 8.7j, 8.8l, and 8.8a.</li> <li>• 8.W.2 A.v. - Aligns and clarifies 2017 8.7k.</li> <li>• 8.W.2 A.vi. - Aligns to 2017 8.8c.</li> <li>• 8.W.3- Focuses on the grade level expectations for usage and mechanics</li> <li>• 8.W.3 A. - Aligns with skills identified in 8.7l.</li> <li>• 8.W.3 B. - Expands 2017 8.8 to specifically use self- and peer-editing as part of the revision process.</li> <li>• 8.LU.1.- Contains the grammar expectations for grade eight</li> <li>• 8.LU.1 A. - Aligns with 2017 8.8c and specifically identifies the types of sentences that should be used to communicate ideas.</li> <li>• 8.LU.1 B. - Aligns with 2017 8.8b and specifically identifies types of pronouns to ensure pronoun-antecedent agreement when speaking and writing.</li> <li>• 8.LU.1 C. - Aligns with 2017 8.8e and expands to include how adjectives and adverbs can modify verbs in a variety of contexts when speaking and listening.</li> <li>• 8.LU.1 D. - Aligns with 2017 8.8c to arrange phrases and clauses when writing to improve meaning, reader interest, and style when writing.</li> <li>• 8.LU.1 E. - Aligns with 2017 8.8d.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 8.LU.2- Contains the mechanics expectations for grade eight</li> <li>• 8.LU.2 A.-Aligns with the skills identified in 2017 8.8a.</li> <li>• 8.LU.2 B. - Aligns with the skills identified in 2017 8.8f.</li> <li>• 8.LU.2 C. - Aligns with the skills identified in 2017 8.8g.</li> <li>• 8.LU.2 D. - Aligns with the skill identified in 2017 8.8g and includes using reference materials to check spelling.</li> <li>• 8.C.1- Provides explicitly the speaking and listening skills for students to use when participating in discussions</li> <li>• 8.C.1 A.i. - Aligns with 2017 8.1f.</li> <li>• 8.C.1 A.ii. - Aligns with 2017 8.1a.</li> <li>• 8.C.1 A.iii. - Aligns and expands the skills in 2017 8.1a and 8.1c by including asking clarifying questions.</li> <li>• 8.C.1 A.iv. - Addresses skills identified in 2017 8.1e.</li> <li>• 8.C.1 A.v. - Aligns to 2017 8.1c.</li> <li>• 8.C.1 A.vi. - Aligns to 2017 8.1c.</li> <li>• 8.C.1 A.vii. - Aligns to 2017 8.1d and 8.1b.</li> <li>• 8.C.1 A.viii. - Aligns to 2017 8.1g.</li> <li>• 8.C.2- Explicitly states expectations to incorporate in formal and informal presentations</li> <li>• 8.C.2 A.i. - Aligns to skills in 2017 8.2 and specifies that communication should be succinct and organized.</li> <li>• 8.C.2 A.i. - Aligns to skills in 2017 8.2a.</li> <li>• 8.C.2 A.ii.- Aligns to skills in 2017 8.2b and 8.2f.</li> <li>• 8.C.2 A.iii - Aligns to skills in 2017 8.2e.</li> <li>• 8.C.2 A.iv. - Aligns to skills in 2017 8.2d and 8.3g.</li> <li>• 8.C.3- Includes examples of communication modes that can be combined to create and deliver a multimodal presentation</li> <li>• 8.C.3 A.i-iv.- Aligns to the skills identified in 2017 8.2a and 8.3e specifies the multimodal tools that could be used in enhance presentations.</li> <li>• 8.C.3 B. -Aligns to the skills identified in 2017 8.3c, 8.3e, and 8.3g.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 8.C.4 - Clarifies how to examine, analyze, and evaluate media messages</li> <li>• 8.C.4 A. - Aligns to the skills identified in 2017 8.3b and specifies persuasive techniques used in media to influence audiences.</li> <li>• 8.C.4 B. - Aligns to 2017 8.3a and specifies the types of media with a similar topic that can be analyzed.</li> <li>• 8.C.4 C. - Aligns to 2017 8.3b, 8.3d, and 8.3f and specifies the type of content that can be used to evaluate sources.</li> <li>• 8.R.1- Focuses student research to use conceptually related texts when conducting research</li> <li>• 8.R.1 A. - Aligns with the skills identified in 2017 8.9a.</li> <li>• 8.R.1 B. - Aligns with the skills identified in 2017 8.9b.</li> <li>• 8.R.1 C. - Aligns with the skills identified in 2017 8.9c and 8.9d. Clarifies the types of sources that can be evaluated and analyzed during research.</li> <li>• 8.R.1 D. - Combines the skills identified in 2017 8.9e, 8.9f, 8.9h, and 8.9i.</li> <li>• 8.R.1 E. - Aligns with the skills identified in 2017 8.9g.</li> <li>• 8.R.1 F. - Combines the skills identified in 2017 8.9e and 8.9h.</li> <li>• 8.R.1 G. - Aligns with the skills identified in 2017 8.9i and includes types of sources (e.g., the Internet, Artificial Intelligence, and new technologies as they develop).</li> </ul>
<b>Deletions from Grade 8 (2017 SOL)</b>	<b>Additions to Grade 8 (2024 SOL)</b>
<ul style="list-style-type: none"> <li>• 8.2c - Use effective verbal and nonverbal communication skills to deliver multimodal presentations. [Incorporated into 8.C.1.A.ii, 8.C.2.Ai.-A.iii].</li> <li>• 8.2 f – Differentiate between Standard English and informal language. [Incorporated in 8.C.2.A.ii]</li> <li>• 8.2g - Evaluate presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• 8.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently</li> <li>• 8.DSR.1 D. -Engages in opportunities regularly to read conceptually related texts through various reading experiences.</li> <li>• 8.RV.1.H - Applies newly learned words in various contexts to support the integration of applying what is read in written and oral communications</li> </ul>

<ul style="list-style-type: none"> <li>• 8.3 g – Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages. [Incorporated in 8.C.2.iv. and 8.R.1.F]</li> <li>• 8.7 i – Distinguish between fact and opinion to support a position [Incorporated in 8.RI.1.C].</li> <li>• 8.9 g – Publish finding and respond to feedback [Incorporated in 8.R.1.E}.</li> </ul>	<ul style="list-style-type: none"> <li>• 8.RI.3.B - Compares and contrasts how an author establishes and conveys a perspective or purpose in a text and how the author responds to conflicting evidence or viewpoints.</li> <li>• 8.8W.2.vii. - Provides a concluding statement or section when writing.</li> </ul>
--	---

## Grade 9 ELA *Standards of Learning* – 2024 Overview of Revisions

**Developing Skilled Readers and Building Reading Stamina:** *Developing and building the knowledge and comprehension skills needed to engage with text, think critically, and gain knowledge fluently and accurately through reading a range of challenging and complex texts. This strand has been newly added to the 2024 English Standards of Learning, and it serves as the bedrock for grade-level reading comprehension expectations and should be applied when students are reading, writing, collaborating, and researching.*

- Proficiently and fluently read and understand a variety of literary and informational texts in the grades 9-10 band.
- Read texts linked by subject and/or theme to build knowledge and apply what has been read to create authentic written and verbal responses supported by several pieces of evidence to support claims.
- Use reading strategies as appropriate with challenging sections of text to monitor comprehension.

**Reading and Vocabulary:** *Systematically building vocabulary breadth and depth through engaging in texts and participating in rich conversations. The Reading and Vocabulary strand highlights how word etymology, context clues, and cross-discipline vocabulary words impact reading comprehension.*

- Develop and apply academic language and content-specific vocabulary when reading, writing, and speaking in various grade nine texts or contexts.
- Clarify the literal and figurative meanings of words and phrases.
- Use newly learned words and phrases in discussions, speaking, and writing activities.

**Reading Literary Texts:** *Deepening and demonstrating comprehension in the understanding of complex literary texts, textual elements, structure, and themes. The Reading Literary Texts strand is organized into three categories: Key Ideas and Plot Details, Craft and Style, and Integration of Concepts. This strand was formerly named “Reading Fiction.”*

- Examine the characteristics of various literary forms and analyze how their forms impact the text’s meaning.
- Differentiate how character types impact the theme of a text.
- Describe how the social and historical function of a text depends on the context surrounding it.



**Reading Informational Texts:** *Deepening and demonstrating comprehension in the understanding of complex informational text, textual elements, structures, and purposes. The Reading Informational Texts strand is organized into three categories: Modes and Purposes for Writing, Organization and Composition, and Integration of Concepts. This strand was formerly named “Reading Nonfiction.”*

- Analyze how main ideas develop over the courses of texts and can reveal the author’s purpose for writing.
- Analyze the author’s use of word choice and rhetorical devices, such as ethos, pathos, and logos.
- Compare and contrast how different authors present similar information based on their qualifications and the details they include to inform their arguments.

**Writing:** *Composing a variety of writings for diverse audiences and purposes. Grades 9-12 ask students to write in various form and designate a writing focus that contain the standards unique to the writing mode. In grade 9, students will focus on expository and persuasive writings. The Writing strand has been organized into four categories: Modes and Purposes for Writing, Organization and Composition, and Usage and Mechanics (3-12). The Modes and Purposes for Writing section contains strands and skills associated with writing narratives, expository texts, persuasively about topics or texts, and reflectively in response to text(s). The Organization and Composition section contains the skills associated with skills that are a part of the recursive writing process, such as planning, drafting, revising, and editing when writing multi-paragraph texts. The Usage and Mechanics section contains the skills specifically addressed when revising and editing. In 2017, Grammar and Usage were a part of the Writing strand, and it has been moved to Language Usage in 2024.*

- Write for a variety of purposes and audiences with a specific emphasis on expository and persuasive writing. Align the composition’s organization accordingly based on the mode and purpose of writing.
- Write reflectively in response to reading two or more related texts with specific details and examples.
- Self-and-peer-edit for the purpose of revising writing to provide meaningful feedback.

**Language Usage:** *Developing and using the conventions of Standard English when speaking and writing as appropriate for the context. These standards house the grade level expectations for grammar and usage when applied to speaking and writing. These standards grow in content and rigor across the grade levels. This strand was formerly a part of the Writing strand.*

- Use parallel structure across sentences and paragraphs when speaking and writing.
- Use appositives and main and subordinate clauses effectively to enhance speech and writing.

**Communication and Multimodal Literacies:** *Developing effective oral communication and collaboration skills. The Communication and Multimodal Literacies strand is now organized into four categories: Communication, Listening, and Collaboration, Speaking and Presentation of Ideas, Integrating Multimodal Literacies, and Examining Media Messages.*

- Facilitate and contribute to collaborative discussions thoughtfully by asking clarifying questions, communicating agreement and tactful disagreement, and valuing the contributions of others.
- Respond to audience questions and comments with evidence.
- Create media messages for diverse audiences and purposes.
- Examine, analyze, and evaluate how media messages are constructed, their impact on the audience, and how sources are used to support content.

**Research:** *Conducting research and reading conceptually related texts for a variety of purposes. The Research strand has been organized into one category: Evaluation and Synthesis of Information. Students are encouraged to formulate questions, evaluate the validity of their research from multiple sources, and apply it in their writing and/or responses.*

- Formulate and revise research questions to broaden or narrow the topic as needed.
- Create research products aligned to the grade nine reading and writing standards.
- Demonstrate ethical use of the internet, including new technologies as they develop.

## Comparison of Grade 9 English *Standards of Learning*- 2017 to 2024

Foundations for Reading (FFR)	
Grade Nine 2017 <i>Standards of Learning</i>	Grade Nine 2024 <i>Standards of Learning</i>
N/A	See Kindergarten through grade five for the Foundations for Reading standards.

Developing Skilled Readers and Building Reading Stamina (DSR)	
Grade Nine 2017 <i>Standards of Learning</i>	Grade Nine 2024 <i>Standards of Learning</i>
<p>9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.</p> <ul style="list-style-type: none"> <li>a) Identify the characteristics that distinguish literary forms.</li> <li>c) Interpret how themes are connected across texts.</li> <li>j) Make inferences and draw conclusions using references from the text(s) for support.</li> <li>k) Compare/contrast details in literary and informational nonfiction texts.</li> <li>l) Use reading strategies to monitor comprehension throughout the reading process.</li> </ul> <p>9.5 The student will read and analyze a variety of nonfiction texts.</p>	<p><b>9.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.</b></p> <ul style="list-style-type: none"> <li>A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (<b>Reading Fluency, K-12</b>).</li> <li>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (<b>Text Complexity, 2-12</b>).</li> </ul>

<p>b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.</p> <p>j) Differentiate between fact and opinion and evaluate their impact.</p> <p>l) Use the reading strategies to monitor comprehension throughout the reading process.</p>	<p>C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located <b>(Textual Evidence, K-12)</b>.</p> <p>D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning <b>(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12)</b>.</p> <p>E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others <b>(Reading Strategies, 3-12)</b>.</p> <p><b>*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.</b></p>
---	--

Reading and Vocabulary (RV)	
Grade Nine 2017 <i>Standards of Learning</i>	Grade Nine 2024 <i>Standards of Learning</i>

<p>9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <ul style="list-style-type: none"> <li>a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.</li> <li>b) Use context, structure, and connotations to determine meanings of words and phrases.</li> <li>c) Discriminate between connotative and denotative meanings and interpret the connotation.</li> <li>d) Identify the meaning of common idioms.</li> <li>e) Explain the meaning of literary and classical allusions and figurative language in text.</li> <li>f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</li> </ul>	<p><b>9.RV The student will systematically build vocabulary and word knowledge based on grade nine content and texts.</b></p> <p><b>9.RV.1 Vocabulary Development and Word Analysis</b></p> <ul style="list-style-type: none"> <li>A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</li> <li>B. Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.</li> <li>C. Use structural analysis of roots, affixes, and etymology to explain the meanings of unfamiliar and complex words.</li> <li>D. Discriminate between the connotative and denotative meanings and interpret the connotation(s).</li> <li>E. Identify and explain idiomatic language in context.</li> <li>F. Explain the meaning of literary and classical allusions and figurative language in context and analyze their roles in texts.</li> <li>G. Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</li> </ul>
---	--

Reading Literary Text (RL)	
9 <sup>th</sup> Grade 2017	9 <sup>th</sup> Grade 2024 <i>Standards of Learning</i>
<p>9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.</p>	<p><b>9.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama.</b></p>

- b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
- e) Analyze the cultural or social function of a literary text.
- f) Explain the relationship between the author's style and literary effect.
- g) Explain the influence of historical context on the form, style, and point of view of a written work.
- h) Compare and contrast authors' use of literary elements within a variety of genres.
- i) Analyze how the author's specific word choices and syntax impact the author's purpose.

### **9.RL.1 Key Ideas and Plot Details**

- A. Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
- B. 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.
- C. Differentiate between character types in literary texts (e.g., dynamic/round character, static/flat character, and stereotype) and their impact on the theme.
- D. 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.

### **9.RL.2 Craft and Style**

- A. Analyze the use of rhyme, rhythm, sound, imagery, and other literary devices in poetry to convey a message and elicit a reader's emotions.
- B. Explain how an author's specific word choices, syntax, tone, and voice shape the meaning of the text.
- C. Explain the point of view and distinguish between what is implied or intended because of the use of hyperbole, irony, sarcasm, and understatement.

### **9.RL.3 Integration of Concepts**

	<p>A. Describe how the historical or social function of a text depends on its context (e.g., cultural, situational, historical, geographical).</p> <p>B. Explain the relationships between and among particular literary elements of a story or play, including how the setting shapes the plot and characters.</p>
--	---

Reading Informational Texts (RI)	
Grade Nine 2017 <i>Standards of Learning</i>	Grade Nine 2024 <i>Standards of Learning</i>
<p>9.5 The student will read and analyze a variety of nonfiction texts.</p> <p>a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.</p> <p>c) Analyze the author’s qualifications, viewpoint, and impact.</p> <p>d) Recognize an author’s intended purpose for writing and identify the main idea.</p> <p>e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p> <p>f) Identify characteristics of expository, technical, and persuasive texts.</p> <p>g) Identify a position/argument to be confirmed, disproved, or modified.</p> <p>h) Evaluate clarity and accuracy of information.</p> <p>i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.</p>	<p><b>9.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.</b></p> <p><b>9.RI.1 Key Ideas and Confirming Details</b></p> <p>A. Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author’s intended purpose for writing.</p> <p>B. Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>C. Distinguish among, facts, reasoned judgments, and/or speculation in texts to determine where a position/argument is to be confirmed, disproved, or modified.</p> <p><b>9.RI.2 Craft and Style</b></p>

<p>k) Analyze ideas within and between selections providing textual evidence.</p>	<p>A. Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure.</p> <p>B. Analyze an author’s word choice and use of rhetorical devices to persuade or convince an audience.</p> <p>C. Analyze how authors use rhetorical devices to create ethos, logos, and pathos and impact the reader.</p> <p><b>9.RI.3 Integration of Concepts</b></p> <p>A. Compare the perspectives and viewpoints of two or more authors regarding their treatment of the same or similar topics, including the details they include and emphasize in their respective accounts as well as the impact of each author’s qualifications.</p> <p>B. Evaluate the clarity and accuracy of information found in informational texts, corroborating or challenging conclusions with other sources of information.</p>
---	--

Foundations for Writing (FFW)	
Grade Nine 2017 <i>Standards of Learning</i>	Grade Nine 2024 <i>Standards of Learning</i>
N/A	See Kindergarten through Grade 5 for Foundations for Writing

Writing (W)	
Grade Nine 2017 <i>Standards of Learning</i>	Grade Nine 2024 <i>Standards of Learning</i>



9.6 The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.

- a) Engage in writing as a recursive process.
- b) Plan, organize, and write for a variety of audiences and purposes.
- c) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- d) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- e) Communicate clearly the purpose of the writing using a thesis statement.
- f) Compose a thesis for persuasive writing that advocates a position.
- g) Clearly state and defend a position using reasons and evidence from credible sources as support.
- h) Identify counterclaims and provide counter - arguments.
- i) Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.
- j) Use textual evidence to compare and contrast multiple texts.
- k) Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.
- l) Revise writing for clarity of content, accuracy, and depth of information.

**9.W The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.**

### **9.W.1 Modes and Purposes for Writing**

- A. Write extended pieces that:
  - i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
  - ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.
  - iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
  - iv. Provide a concluding section that follows from the information or explanation presented.
- B. Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
- C. Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

### **9.W.2 Organization and Composition**

- A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

	<ul style="list-style-type: none"> <li>i. Composing a thesis statement that clearly communicates the writer’s position or assertion.</li> <li>ii. Establishing, supporting, and maintaining a central idea with evidence throughout a piece of writing, organizing ideas in a logical sequence to exhibit unity.</li> <li>iii. Using transitions, precise vocabulary, and sentence variety to create a cohesive structure that shows the relationship between arguments, evidence, and ideas.</li> <li>iv. Using background knowledge to expand ideas and add depth, utilizing reference materials when necessary.</li> <li>v. Identifying and addressing counterarguments and providing a rebuttal where appropriate.</li> </ul> <p><b>9.W.3 Usage and Mechanics</b></p> <ul style="list-style-type: none"> <li>A. Revise writing for clarity of content, accuracy, and adequate elaboration.</li> <li>B. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.</li> <li>C. Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).</li> </ul>
--	---

<b>Language Usage (LU)</b>	
<b>Grade Nine 2017 <i>Standards of Learning</i></b>	<b>Grade Nine 2024 <i>Standards of Learning</i></b>
9.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.	<b>9.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</b>

<ul style="list-style-type: none"> <li>a) Use parallel structure across sentences and paragraphs.</li> <li>b) Use appositives, main clauses, and subordinate clauses.</li> <li>c) Use commas and semicolons to distinguish and divide main and subordinate clauses.</li> <li>d) Distinguish between active and passive voice.</li> <li>e) Use a variety of sentence structures to infuse sentence variety in writing.</li> </ul>	<p><b>9.LU.1 Grammar</b></p> <ul style="list-style-type: none"> <li>A. Use parallel structure across sentences and paragraphs to link and compare/contrast ideas in writing and speaking.</li> <li>B. Craft and apply a variety of sentence structures to infuse sentence variety in writing.</li> <li>C. Use and apply the active and passive voice as appropriate when speaking and writing.</li> <li>D. Use appositives and main and subordinate clauses to convey and clarify a message when speaking and writing.</li> <li>E. Maintain consistent verb tense when speaking and writing.</li> </ul> <p><b>9.LU.2 Mechanics</b></p> <ul style="list-style-type: none"> <li>A. Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.</li> <li>B. Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA) to apply rules for citing sources.</li> <li>C. Spell correctly, consulting reference materials to check as needed</li> </ul>
--	--

<b>Communications (C)</b>	
<b>Grade Nine 2017 <i>Standards of Learning</i></b>	<b>Grade Nine 2024 <i>Standards of Learning</i></b>
<p>9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.</p> <ul style="list-style-type: none"> <li>a) Make strategic use of multimodal tools.</li> <li>b) Credit information sources.</li> </ul>	<p><b>9.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</b></p> <p><b>9.C.1 Communication, Listening, and Collaboration</b></p>

<p>c) Use vocabulary appropriate to the topic, audience, and purpose.</p> <p>d) Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.</p> <p>e) Assume responsibility for specific group tasks.</p> <p>f) Share responsibility for collaborative work.</p> <p>g) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</p> <p>h) Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.</p> <p>i) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.</p> <p>j) Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).</p> <p>k) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.</p> <p>9.2 The student will produce, analyze, and evaluate media messages.</p> <p>a) Analyze and interpret special effects used in media messages.</p> <p>b) Determine the purpose of the media message and its effect on the audience.</p> <p>c) Analyze the purpose of information and persuasive techniques used in diverse media formats.</p> <p>d) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).</p>	<p>A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:</p> <ol style="list-style-type: none"> <li>i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.</li> <li>ii. Setting guidelines for group presentations and discussions.</li> <li>iii. Incorporating all group members in the development of new understandings, making decisions, and solving problems.</li> <li>iv. Setting clear goals and deadlines and defining individual roles as needed.</li> <li>v. Responding thoughtfully and tactfully with evidence to diverse perspectives, including challenging, clarifying, or verifying ideas and conclusions.</li> <li>vi. Summarizing points of agreement and disagreement.</li> <li>vii. Using reflection to evaluate one's own role and the process in paired or small-group activities.</li> </ol> <p><b>9.C.2 Speaking and Presentation of Ideas</b></p> <p>A. Report orally on a topic or text or present an opinion. This includes:</p> <ol style="list-style-type: none"> <li>i. Choosing vocabulary, language, and tone appropriate to the topic, audience, and purpose.</li> <li>ii. Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).</li> </ol>
---	--

<p>e) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.</p> <p>f) Describe possible cause and effect relationships between mass media coverage and public opinion trends.</p> <p>g) Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.</p> <p>h) Monitor, analyze, and use multiple streams of simultaneous information.</p> <p>i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.</p>	<p>iii. Analyzing the effectiveness of one’s presentation, including introduction, central idea, organization, and conclusion.</p> <p>B. Memorize and accurately recite a short selection from a longer text demonstrating inflection and meaningful expression that is appropriate to the tone and voice of the selection.</p> <p><b>9.C.3 Integrating Multimodal Literacies</b></p> <p>A. Make strategic use of multimodal tools.</p> <p>B. Monitor, analyze, and use multiple streams of simultaneous information.</p> <p>C. Create media messages for diverse audiences and purposes.</p> <p><b>9.C.4 Examining Media Messages</b></p> <p>A. Determine the purpose of the media message and its effect on the audience.</p> <p>B. Analyze the persuasive techniques used in diverse media formats (e.g., name calling, innuendo, glittering generalities, card stacking, bandwagon, testimonials, appeal to prestige, snobbery or plain folks, appeal to emotion).</p> <p>C. Evaluate the credibility, word choice, viewpoints, and bias in media presentations.</p> <p>D. Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.</p> <p>E. Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.</p>
---	---

	F. Identify the possible cause and effect relationships between mass media coverage and public opinion trends in media messages.
--	--

Research (R)	
Grade Nine 2017 <i>Standards of Learning</i>	Grade Nine 2024 <i>Standards of Learning</i>
<p>9.8 The student will find, evaluate, and select credible resources to create a research product.</p> <ul style="list-style-type: none"> <li>a) Verify the validity and accuracy of all information.</li> <li>b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.</li> <li>c) Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.</li> <li>d) Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).</li> <li>e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.</li> <li>f) Demonstrate ethical use of the Internet.</li> </ul>	<p><b>9.R.1 Evaluation and Synthesis of Information</b></p> <ul style="list-style-type: none"> <li>A. Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary.</li> <li>B. Gather and organize information from various sources, including internet resources, electronic databases, and other technology.</li> <li>C. Analyze and evaluate the primary and secondary sources gathered for their credibility, reliability, accuracy, and usefulness that includes identifying their main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.</li> <li>D. Synthesize multiple streams of information to support claims and introduce counterclaims.</li> <li>E. Create research products aligned with the demands of the reading and writing standards.</li> <li>F. Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).</li> <li>G. Define plagiarism's meaning and legal consequences and follow ethical and legal guidelines for gathering and using information.</li> </ul>

	H. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.
--	---

Grade 9 (2017 SOL to 2024 SOL Numbering)	Parameter Changes/Clarifications (2024 SOL)
<ul style="list-style-type: none"> <li>• 9.1—&gt;9.C.1, 9.C.2, 9.C.3</li> <li>• 9.2—&gt;9.C.4</li> <li>• 9.3—&gt;9.RV.1</li> <li>• 9.4—&gt;9.DSR, 9.RL.1, 9.RL.2, 9.RL.3</li> <li>• 9.5—&gt;9.DSR, 9.RI.1, 9.RI.2, 9.RI.3</li> <li>• 9.6—&gt; 9.W.1, 9.W.2, 9.W.3</li> <li>• 9.7—&gt; 9.W.3, 9.LU.1, 9.LU.2</li> <li>• 9.8—&gt; 9.R.1</li> </ul>	<ul style="list-style-type: none"> <li>• 9.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently.</li> <li>• 9.DSR.1 A. - Combines skill identified in 2017 9.4j and 9.5m with new content additions in 2024 (see the "Additions to Grade 9" section).</li> <li>• 9.DSR.1 B. - Combines 2017 9.4 and 9.5 to demonstrate comprehension when reading both literary and informational texts at the grades 9-10 band.</li> <li>• 9.DSR.1 C. - Combines 2017 9.4j, 9.5b, and 9.7g to apply comprehension of what is read through discussion and/or writing by providing textual evidence utilizing skills such as supporting claims, making inferences, and drawing conclusions.</li> <li>• 9.DSR.1 E. - Addresses skill identified in 2017 9.4l and 9.5l to use reading strategies effectively when encountering a challenging section of text. Specifies reading strategies that could be used.</li> <li>• 9.RV.1- Specifies connection to word knowledge for grade nine content and texts</li> <li>• 9.RV.1 A. - Expands 2017 9.3f to enhance the integration of academic and content vocabulary when listening, reading, and discussing grade nine texts and topics.</li> <li>• 9.RV.1 B. - Combines skills addressed in 2017 9.3b and 9.3e.</li> <li>• 9.RV.1 C.- Aligns with the skills identified in 2017 9.3a.</li> </ul>

	<ul style="list-style-type: none"> <li>• 9.RV.1 D. - Aligns with skills addressed in 2017 9.3c.</li> <li>• 9.RV.1 E. - Aligns with the skills addressed in 2017 9.3d.</li> <li>• 9.RV.1 F. Aligns with the skills addressed in 2017 9.3e to clarify how literary and classical allusions function in a text.</li> <li>• 9.RL.1- Focuses on reading comprehension of various literary texts associated with grade nine</li> <li>• 9.RL.1 A.- Combines skills identified in 2017 9.4b and 9.4c and analyzes how themes are developed in texts through plot details.</li> <li>• 9.RL.1 B. - Aligns with skills identified in 2017 9.4a and specifies the literary forms that could be used when analyzing and comparing one form’s characteristics to another.</li> <li>• 9.RL.1 C. Aligns with skills identified in 2017 9.4b and increases the rigor to differentiate the actions of different character types and how they influence the theme.</li> <li>• 9.RL.2- Focuses on the author’s literary craft and style</li> <li>• 9.RL.2 A. - Aligns with 2017 9.4d and 9.4f and increases the rigor to analyze the use of literary devices in poetry and its impact on the reader.</li> <li>• 9.RL.2 B. - Aligns with 2017 9.4f, 9.4i, and 9.4k and specifies ways the author creates meaning to include word choices, syntax, tone, and voice</li> <li>• 9.RL.2 C. - Aligns with the skills identified in 9.4f, 9.4i, and 9.4j. Specifies how the use of hyperbole, irony, sarcasm, and understatement can impact what is implied or intended in a text.</li> <li>• 9.RL.3- Provides explicit skills students will engage in when describing and analyzing elements of stories, poetry, or drama when engaging with multiple texts.</li> </ul>
--	---



	<ul style="list-style-type: none"> <li>• 9.RL.3 A. - Aligns with skills identified in 2017 9.4e and 9.4g and specifies the contexts students in which students will describe the historical and social function of a text.</li> <li>• 9.RL.3 B. - Aligns with skills identified in 2017 9.4h and integrates how different literary elements of a story or play create the plot and characters.</li> <li>• 9.RI.1- Focuses on reading comprehension of complex information texts associated with grade nine</li> <li>• 9.RI.1 A. - Aligns with skills identified in 2017 9.5d, 9.5e, and 9.5k and clarified how to analyze the development of main ideas in texts.</li> <li>• 9.RI.1 B. - Aligns with skills identified in 2017 9.5a, 9.5d, 9.5f, 9.5j, and 9.5k. Specifies the types of visuals that can be used in informational, historical, scientific, or technical texts to explain the purpose.</li> <li>• 9.RI.1 C.- Aligns with skills identified in 2017 9.5g, 9.5h, and 9.5i.</li> <li>• 9.RI.2- Focuses on the author’s informational craft and style by enhancing the rigor</li> <li>• 9.RI.2 A. - Aligns with skills identified in 2017 9.5 a and 9.5f. Increases the rigor of comparing characteristics of expository, technical, and persuasive texts.</li> <li>• 9.RI.3- Showcases how multiple texts and viewpoints can be compared and evaluated</li> <li>• 9.RI.3 A. - Aligns with skills identified in 2017 9.5c, 9.5i, and 9.5k.</li> <li>• 9.RI.3 B- Aligns with skills identified in 2017 9.5d and 9.5h.</li> <li>• 9.W.1- Focuses on expository and persuasive writing through a recursive writing process (aligns with 2017 9.6a).</li> <li>• 9.W.1 A.i -Aligns with 2017 9.6c and 9.6d.</li> <li>• 9.W.1 A. ii.- Aligns with 2017 9.6b and 9.6k.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• 9.W.1 A.iii. - Aligns with 2017 9.6i and 9.6j. Highlights specifics ways to develop a topic when using multiple sources</li> <li>• 9.W.1 A.iv. - Aligns to 9.6k.</li> <li>• 9.W.1 C. Aligns with skills identified in 9.6b and 9.6e. Specifies the different writing experiences student will engage in for various audiences and purposes.</li> <li>• 9.W.2-Focuses on how persuasive writing is generated and organized by students, including how to identify and address counterarguments, providing a rebuttal as appropriate.</li> <li>• 9.W.2 A.i. - Aligns with 2017 9.6c and 9.e, 9.6f, and 9.6g.</li> <li>• 9.W.2 A.ii. - Aligns with 2017 9.6c and 9.6i.</li> <li>• 9.W.2 A. iii. - Aligns with 2017 9.6 k and 9.7e.</li> <li>• 9.W.2 A. iv. - Aligns with 2017 9.8d.</li> <li>• 9.W.2 A.v.- Aligns with 9.6h.</li> <li>• 9.W.3- Focuses on the grade level expectations for usage and mechanics</li> <li>• 9.W.3 A. - Aligns to 2017 9.6l.</li> <li>• 9.W.3 B. - Aligns to skills identified in 9.6l and clarifies revision to include self- and peer-editing as part of the revision process and includes specific components students should include as part of their feedback to support editing and revising.</li> <li>• 9.LU.1.- Contains the grammar expectations for grade nine</li> <li>• 9.LU.1 A. - Aligns to skills in 2017 9.7a and extends using parallel structure from writing to speaking and writing.</li> <li>• 9.LU.1 B. - Aligns to skills identified in 2017 9.7e.</li> <li>• 9.LU.1 C. - Aligns to skills identified in 2017 9.7d.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 9.LU.1 D. -Aligns to skills identified in 2017 9.7b and clarifies the use of appositives and main and subordinate clauses.</li> <li>• 9.LU.1 E. - Aligns to skill identified in 2017 9.7e and extends to writing and speaking.</li> <li>• 9.LU.2- Contains the mechanics expectations for grade nine</li> <li>• 9.LU.2 A. Aligns to 2017 9.7c and clarifies how to use commas and semicolons with main and subordinate clauses.</li> <li>• 9.LU.2 B. - Aligns to skills identified in 2017 9.8d to use a style manual to apply rules for punctuation and citations of direct quotes.</li> <li>• 9.C.1- Provides the specific skills needed for collaborative discussions to discuss grade nine topics and texts.</li> <li>• 9.C.1 A.i. - Aligns with 2017 9.1g.</li> <li>• 9.C.1 A.ii - Aligns with 2017 9.1f.</li> <li>• 9.C.1 A.iii.- Aligns with 2017 9.1d and 9.1h.</li> <li>• 9.C.1 A.iv. -Aligns with 2017 9.1e and 9.1f.</li> <li>• 9.C.1 A.v. - Aligns with 2017 9.1i and clarifies ways for students to respond thoughtfully and tactfully with one another.</li> <li>• 9.C.1 A. vi. - Aligns with 2017 9.1i.</li> <li>• 9.C.1 A. vii. -Aligns with 2017 9.1k.</li> <li>• 9.C.2- Explicitly states expectations to incorporate in formal and informal presentations</li> <li>• 9.C.2 A.i. - Aligns with 2017 9.1c.</li> <li>• 9.C.2 A. ii. - Aligns with 2017 9.1g and clarifies specifies examples of verbal and nonverbal cues to use when listening and speaking.</li> <li>• 9.C.2 A.iii. - Aligns with 2017 9.1j and 9.1k.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• 9.C.3- Includes examples of communication modes that can be combined to create a multimodal presentation</li> <li>• 9.C.3 A. - Aligns with 2017 9.1a.</li> <li>• 9.C.3 B. - Aligns with 2017 9.2h.</li> <li>• 9.C.3 C. - Aligns with 2017 9.2a and 9.2h.</li> <li>• 9.C.4 - Clarifies how to examine, analyze, and evaluate media messages</li> <li>• 9.C.4 A. - Aligns with 2017 9.2a and 9.2b.</li> <li>• 9.C.4 B. - Aligns with 2017 9.2c and 9.2d and specifies persuasive techniques used in media to influence audiences.</li> <li>• 9.C.4 C. - Aligns with 2017 9.2e</li> <li>• 9.C.4 D. - Aligns with 2017 9.2e.</li> <li>• 9.C.4 E. -Aligns with 2017 9.2g.</li> <li>• 9.C.4 F. - Aligns with 9.2f.</li> <li>• 9.R.1- Focuses student research to use conceptually related texts when conducting research prompted by student interest</li> <li>• 9.R.1 B.- Aligns with 2017 skills identified in 9.8b.</li> <li>• 9.R.1 C.- Aligns with skills identified in 2017 9.8a.</li> <li>• 9.R.1 D.- Aligns with skills identified in 2017 9.2h and 9.8c.</li> <li>• 9.R.1 F. - Aligns with skills identified in 2017 9.8d.</li> <li>• 9.R.1 G. -Aligns with skills identified in 9.8e.</li> <li>• 9.R.1 H. - Aligns with skills identified in 2017 9.8f. Includes ethical use of all sources, including the Internet, Artificial Intelligence, and new technologies as they develop.</li> </ul>
<b>Deletions from Grade 9 (2017 SOL)</b>	<b>Additions to Grade 9 (2024 SOL)</b>
<ul style="list-style-type: none"> <li>• 9.1b - Credit information sources. [Incorporated into 9.R.1.F.]</li> </ul>	<ul style="list-style-type: none"> <li>• 9.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently</li> </ul>

<ul style="list-style-type: none"> <li>• 9.2i – Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages. [Incorporated into 9.R.1.H.]</li> </ul>	<ul style="list-style-type: none"> <li>• 9.DSR.1 D. -Engages regularly opportunities to read conceptually related texts through various reading experiences.</li> <li>• 9.RL.1.D. - Identifies and describes how dramatic conventions contribute to the theme and effect of plays from various cultures.</li> <li>• 9.RV.1.G - Use newly learned words and phrases when speaking and writing and during discussions.</li> <li>• 9.RI.2.B. - Analyzes an author’s word choice and use of rhetorical devices to persuade an audience</li> <li>• 9.RI.2.C. - Analyzes how authors use rhetorical devices to create ethos, logos, and pathos</li> <li>• 9.W.1.B. - Writes reflective responses to readings when comparing two or more texts with evidence</li> <li>• 9.C.2.B. - Memorizes and recites a short selection using inflection and meaningful expression using the appropriate tone and voice for the selection</li> <li>• 9.R.1.A. - Formulates and revises questions about a research topic, broadening or narrowing the inquiry as necessary.</li> <li>• 9.R.1.E. - Creates research products aligned with the grade nine reading and writing standards.</li> </ul>
--	--

## Grade 10 ELA *Standards of Learning* – 2024 Overview of Revisions

**Developing Skilled Readers and Building Reading Stamina:** *Developing and building the knowledge and comprehension skills needed to engage with text, think critically, and gain knowledge fluently and accurately through reading a range of challenging and complex texts. This strand has been newly added to the 2024 English Standards of Learning, and it serves as the bedrock for grade-level reading comprehension expectations and should be applied when students are reading, writing, collaborating, and researching.*

- Proficiently and fluently read and understand a variety of literary and informational texts in the grades 9-10 band.
- Read texts linked by subject and/or theme to build knowledge and apply what has been read to create authentic written and verbal responses supported by several pieces of evidence to support claims.
- Use reading strategies as appropriate with challenging sections of text to monitor comprehension.

**Reading and Vocabulary:** *Systematically building vocabulary breadth and depth through engaging in texts and participating in rich conversations. The Reading and Vocabulary strand highlights how word etymology, context clues, and cross-discipline vocabulary words impact reading comprehension.*

- Develop and apply academic language and content-specific vocabulary when reading, writing, and speaking in various grade ten texts or contexts.
- Use context and sentence structure to determine the literal and figurative meanings of words and phrases.
- Use newly learned words and phrases in discussions and speaking and writing activities.

**Reading Literary Texts:** *Deepening and demonstrating comprehension in the understanding of complex literary texts, textual elements, structure, and themes. Grades 10-12 designate a specific literature focus. Grade 10 has a focus on world literature, but the bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of the grades. The Reading Literary Texts strand is organized into three categories: Key Ideas and Plot Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named “Reading Fiction.” The Key Ideas and Plot Details section contains the standards that directly address the literary elements (e.g., characterization, literary forms) that impact the plot and theme. The Craft and Style section contains the standards that address how the author’s choice of vocabulary, rhetorical devices, figurative language, and text organization and structure are used to convey a message. The Integration of Concepts section contains the standards that address how interactions between characters, events, and settings influence the text.*

- Analyze how universal themes are used in world literature of different cultures and eras.
- Differentiate how character types impact the theme of a text.
- Describe how the social and historical function of a text depends on the context surrounding it.
- Explain how poetic structure conveys a message and impacts a reader's emotions.

**Reading Informational Texts:** *Deepening and demonstrating comprehension in the understanding of complex informational text, textual elements, structures, and purposes. The Reading Informational Texts strand is organized into three categories: Modes and Purposes for Writing, Organization and Composition, and Integration of Concepts. This strand was formerly named "Reading Nonfiction."*

- Evaluate how an author's argument is valid, relevant, and/or unsupported through evidence.
- Analyze how author's use structure to explain relationships in a text by studying key sentences, paragraphs, and sections of text, as well as the text in its entirety.
- Analyze multiple texts on the same topic to determine how authors reach similar or different conclusions.

**Writing:** *Composing a variety of writings for diverse audiences and purposes. Grades 9-12 ask students to write in various form and designate a writing focus that contain the standards unique to the writing mode. In grade 10, students will focus on argumentative writing. The Writing strand has been organized into four categories: Modes and Purposes for Writing, Organization and Composition, and Usage and Mechanics (3-12). The Modes and Purposes for Writing section contains strands and skills associated with writing narratives, expository texts, persuasively about topics or texts, and reflectively in response to text(s). The Organization and Composition section contains the skills associated with skills that are a part of the recursive writing process, such as planning, drafting, revising, and editing when writing multi-paragraph texts. The Usage and Mechanics section contains the skills specifically addressed when revising and editing. In 2017, Grammar and Usage were a part of the Writing strand, and it has been moved to Language Usage in 2024.*

- Write for a variety of purposes and audiences with a specific emphasis on argument writing. Align the composition's organization accordingly based on the mode and purpose of writing.
- Write reflectively in response to reading two or more related texts with specific details and examples.
- Self-and-peer-edit for the purpose of revising writing to provide meaningful feedback.
- Write a variety of shorter and longer pieces for different audiences and purposes.

**Language Usage:** *Developing and using the conventions of Standard English when speaking and writing as appropriate for the context. These standards house the grade level expectations for grammar and usage when applied to speaking and writing. These standards grow in content and rigor across the grade levels. This strand was formerly a part of the Writing strand.*

- Use, edit, and revise parallel structure across sentences and paragraphs when writing.
- Use subordination, coordination, apposition, and other devices to build relationships between ideas.
- Maintain consistent verb tense when speaking and writing.

**Communication and Multimodal Literacies:** *Developing effective oral communication and collaboration skills. The Communication and Multimodal Literacies strand is now organized into four categories: Communication, Listening, and Collaboration, Speaking and Presentation of Ideas, Integrating Multimodal Literacies, and Examining Media Messages.*

- Facilitate and contribute to collaborative discussions thoughtfully by asking clarifying questions, communicating agreement and tactful disagreement, and valuing the contributions of others.
- Evaluate the effectiveness of presentations by analyzing the organization and content.
- Create media messages for diverse audiences and purposes.
- Analyze the viewpoint of print and digital publications.

**Research:** *Conducting research and reading conceptually related texts for a variety of purposes. The Research strand has been organized into one category: Evaluation and Synthesis of Information. Students are encouraged to formulate questions, evaluate the validity of their research from multiple sources, and apply it in their writing and/or responses.*

- Formulate and revise research questions to broaden or narrow the topic as needed.
- Create research products aligned to the grade ten reading and writing standards.
- Demonstrate ethical use of the internet, including new technologies as they develop.



## Comparison of Grade 10 English *Standards of Learning*- 2017 to 2024

Foundations for Reading (FFR)	
Grade Ten 2017 <i>Standards of Learning</i>	Grade Ten 2024 <i>Standards of Learning</i>
N/A	See Kindergarten through grade five for the Foundations for Reading standards.

Developing Skilled Readers and Building Reading Stamina (DSR)	
Grade Ten 2017 <i>Standards of Learning</i>	Grade Ten 2024 <i>Standards of Learning</i>
<p>10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.</p> <ul style="list-style-type: none"> <li>a) Make inferences and draw conclusions using references from the text(s) for support.</li> <li>g) Interpret how themes are connected within and across texts.</li> <li>j) Compare/contrast details in literary and informational nonfiction texts.</li> <li>m) Use reading strategies to monitor comprehension throughout the reading process.</li> </ul> <p>10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.</p> <ul style="list-style-type: none"> <li>f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.</li> </ul>	<p><b>10.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.</b></p> <ul style="list-style-type: none"> <li>A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary <b>(Reading Fluency, K-12)</b>.</li> <li>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) <b>(Text Complexity, 2-12)</b>.</li> </ul>

<p>j) Use reading strategies throughout the reading process to monitor comprehension.</p>	<p>C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located <b>(Textual Evidence, K-12)</b>.</p> <p>D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning <b>(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12)</b>.</p> <p>E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others <b>(Reading Strategies, 3-12)</b>.</p> <p><b>*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.</b></p>
---	--

Reading and Vocabulary (RV)	
Grade Ten 2017 <i>Standards of Learning</i>	Grade Ten 2024 <i>Standards of Learning</i>

<p>10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <ul style="list-style-type: none"> <li>a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.</li> <li>b) Use context, structure, and connotations to determine meanings of words and phrases.</li> <li>c) Discriminate between connotative and denotative meanings and interpret the connotation.</li> <li>d) Explain the meaning of common idioms.</li> <li>e) Explain the meaning of literary and classical allusions and figurative language in text.</li> <li>f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</li> </ul>	<p><b>10.RV The student will systematically build vocabulary and word knowledge based on grade ten content and text.</b></p> <p><b>10.RV.1 Vocabulary Development and Word Analysis</b></p> <ul style="list-style-type: none"> <li>A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</li> <li>B. Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.</li> <li>C. Use structural analysis of roots, affixes, and etymology to clarify the meanings of unfamiliar and complex words.</li> <li>D. Discriminate between the connotative and denotative meanings and interpret the connotation(s).</li> <li>E. Identify and explain idiomatic language in context.</li> <li>F. Explain the meaning of literary and classical allusions and figurative language in context and analyze their roles in texts.</li> <li>G. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities.</li> </ul>
--	---

<b>Reading Literary Text (RL)</b>	
<b>Grade Ten 2017 <i>Standards of Learning</i></b>	<b>Grade Ten 2024 <i>Standards of Learning</i></b>
<p>10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.</p> <ul style="list-style-type: none"> <li>a) Make inferences and draw conclusions using references from the text(s) for support.</li> </ul>	<p><b>10.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on world literature.</b></p>

- b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
- c) Interpret the cultural or social function of world and ethnic literature.
- d) Analyze universal themes prevalent in the literature of different cultures.
- e) Examine a literary selection from several critical perspectives.
- f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
- g) Interpret how themes are connected within and across texts.
- h) Explain the influence of historical context on the form, style, and point of view of a literary text(s).
- i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- j) Compare/contrast details in literary and informational nonfiction texts.
- k) Compare and contrast how literary devices convey a message and elicit a reader's emotions.
- l) Compare and contrast character development in a play to characterization in other literary forms.
- m) Use reading strategies to monitor comprehension throughout the reading process.

### **10.RL.1 Key Ideas and Plot Details**

- A. 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.
- B. Analyze how authors structure texts to advance the plot, explaining how each event gives rise to the next or foreshadows a future event.
- C. Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme.
- D. 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.

### **10.RL.2 Craft and Style**

- A. 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.
- B. Analyze how authors use literary devices and figurative language, including allusion, allegory, and paradox to impact the meaning of the text.
- C. Analyze how authors use specific word choices, syntax, tone, and voice to convey the author's intent and viewpoint.
- D. 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.

	<p><b>10.RL.3 Integration of Concepts</b></p> <ul style="list-style-type: none"> <li>A. Explain and analyze the influence of the historical and cultural context of a text on its form, style, characters, and point of view.</li> <li>B. Compare and contrast character development, dramatic plot structure, and conventions in a play to character development, narrative structure, and conventions in other literary forms.</li> <li>C. Analyze the similarities and differences represented in the literature of different cultures and eras.</li> </ul>
--	--

<b>Reading Informational Texts (RI)</b>	
<b>Grade Ten 2017 <i>Standards of Learning</i></b>	<b>Grade Ten 2024 <i>Standards of Learning</i></b>
<p>10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.</p> <ul style="list-style-type: none"> <li>a) Analyze text features and organizational patterns to evaluate the meaning of texts.</li> <li>b) Recognize an author's intended audience and purpose for writing.</li> <li>c) Skim materials to develop an overview and locate information.</li> <li>d) Compare and contrast informational texts for intent and content.</li> <li>e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.</li> <li>f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.</li> </ul>	<p><b>10.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.</b></p> <p><b>10.RI.1 Key Ideas and Confirming Details</b></p> <ul style="list-style-type: none"> <li>A. Explain how authors organize an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.</li> <li>B. Compare characteristics of the information from informational, historical, scientific, and technical texts and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams.</li> <li>C. Evaluate the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is</li> </ul>

<p>g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.</p> <p>h) Analyze ideas within and between selections providing textual evidence.</p> <p>i) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p> <p>j) Use reading strategies throughout the reading process to monitor comprehension.</p>	<p>relevant, and whether there are any false or unsupported statements.</p> <p><b>10.RI.2 Craft and Style</b></p> <p>A. Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.</p> <p>B. Analyze key terms (e.g., words and phrases, technical terminology) and ideas of historical, scientific, and technical texts to clarify the relationships and understandings among key concepts.</p> <p>C. Analyze the author’s purpose and impact of literary techniques such as hyperbole, analogy, and paradox as they appear in texts.</p> <p><b>10.RI.3 Integration of Concepts</b></p> <p>A. Evaluate how different authors write about the same topic and shape their presentations or viewpoints of key information using facts, opinions, and reasoning.</p> <p>B. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.</p>
---	---

<b>Foundations for Writing (FFW)</b>	
<b>Grade Ten 2017 <i>Standards of Learning</i></b>	<b>Grade Ten 2024 <i>Standards of Learning</i></b>
N/A	<b>See Kindergarten through Grade five for Foundations for Writing</b>

<b>Writing (W)</b>
--------------------

<b>Grade Ten 2017 <i>Standards of Learning</i></b>	<b>Grade Ten 2024 <i>Standards of Learning</i></b>
<p>10.6 The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis.</p> <ul style="list-style-type: none"> <li>a) Engage in writing as a recursive process.</li> <li>b) Plan and organize writing to address a specific audience and purpose.</li> <li>c) Adjust writing content, technique, and voice for a variety of audiences and purposes.</li> <li>d) Communicate clearly the purpose of the writing using a thesis statement.</li> <li>e) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.</li> <li>f) Compose a thesis statement for persuasive writing that advocates a position.</li> <li>g) Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.</li> <li>h) Identify counterclaims and provide counter - arguments.</li> <li>i) Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.</li> <li>j) Blend multiple forms of writing including embedding a narrative to produce effective essays.</li> <li>k) Elaborate ideas clearly through word choice.</li> <li>l) Use textual evidence to compare and contrast multiple texts.</li> <li>m) Revise writing for clarity of content, accuracy, and depth of information.</li> </ul>	<p><b>10.W The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.</b></p> <p><b>10.W.1 Modes and Purposes for Writing</b></p> <ul style="list-style-type: none"> <li>A. Write extended pieces that: <ul style="list-style-type: none"> <li>i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.</li> <li>ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.</li> <li>iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience’s knowledge.</li> <li>iv. Provide a concluding section that follows from the information or explanation presented.</li> </ul> </li> <li>B. Write arguments that: <ul style="list-style-type: none"> <li>i. Develop a thesis that demonstrates knowledgeable judgements.</li> <li>ii. Support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s).</li> <li>iii. Address and refute counterclaims.</li> <li>iv. Provide conclusions that follow from and support the argument presented.</li> </ul> </li> <li>C. Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.</li> </ul>

<p>n) Write and revise to a standard acceptable both in the workplace and in postsecondary education.</p> <p>10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <p>e) Analyze the writing of others and suggest how writing might be improved.</p>	<p>D. Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p> <p><b>10.W.2 Organization and Composition</b></p> <p>A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:</p> <ul style="list-style-type: none"> <li>i. Composing a thesis statement that clearly communicates the writer's position or assertion.</li> <li>ii. Introducing and developing central idea(s), and organizing ideas in a logical sequence to exhibit unity.</li> <li>iii. Defending a position using sufficient reasons with evidence from credible sources as support.</li> <li>iv. Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.</li> <li>v. Using transitions effectively to connect ideas within and across paragraphs.</li> <li>vi. Elaborating ideas clearly through intentional word choice and varied sentence structure.</li> </ul> <p><b>10.W.3 Usage and Mechanics</b></p> <p>A. Revise writing for clarity of content, accuracy, and adequate elaboration.</p>
--	--



	<p>B. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.</p> <p>C. Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).</p>
--	---

Language Usage (LU)	
Grade Ten 2017 <i>Standards of Learning</i>	Grade Ten 2024 <i>Standards of Learning</i>
<p>10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <p>a) Use parallel structure across sentences and paragraphs.</p> <p>b) Use complex sentence structure to infuse sentence variety in writing.</p> <p>c) Distinguish between active and passive voice.</p> <p>d) Use colons correctly.</p>	<p><b>10.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</b></p> <p><b>10.LU.1 Grammar</b></p> <p>A. Use, edit, and revise parallel structure across complex sentences and paragraphs in writing.</p> <p>B. Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.</p> <p>C. Recognize and use active and passive voice to convey a desired effect in speaking and writing.</p> <p>D. Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.</p> <p>E. Maintain consistent verb tense when speaking and writing.</p> <p><b>10.LU.2 Mechanics</b></p> <p>A. Know and apply the rules for the use of a colon (e.g., joining independent clauses, introducing a list, introducing a quotation) when writing.</p>

	<p>B. Apply 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 in writing.</p> <p>C. Spell correctly, consulting reference materials to check as needed.</p>
--	---

Communications (C)	
Grade Ten 2017 <i>Standards of Learning</i>	Grade Ten 2024 <i>Standards of Learning</i>
<p>10.1 The student will make planned multimodal, interactive presentations collaboratively and individually.</p> <ul style="list-style-type: none"> <li>a) Make strategic use of multimodal tools.</li> <li>b) Credit information sources.</li> <li>c) Demonstrate the ability to work effectively with diverse teams including setting rules and goals for group work such as coming to informal consensus, taking votes on key issues, and presenting alternate views.</li> <li>d) Assume responsibility for specific group tasks.</li> <li>e) Include all group members and value individual contributions made by each group member.</li> <li>f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</li> <li>g) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.</li> <li>h) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.</li> <li>i) Access, critically evaluate, and use information accurately to solve problems.</li> </ul>	<p><b>10.C The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.</b></p> <p><b>10.C.1 Communication, Listening, and Collaboration</b></p> <ul style="list-style-type: none"> <li>A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes: <ul style="list-style-type: none"> <li>i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.</li> <li>ii. Setting guidelines for group presentations and discussions.</li> <li>iii. Incorporating all group members in the development of new understandings, making decisions, and solving problems.</li> <li>iv. Setting clear goals and deadlines and defining individual roles as needed.</li> <li>v. Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.</li> <li>vi. Summarizing points of agreement and disagreement.</li> </ul> </li> </ul>

<p>j) Use reflection to evaluate one’s own role and the group process in small-group activities.</p> <p>k) Evaluate a speaker’s point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning.</p> <p>10.2 The student will examine, analyze, and produce media messages.</p> <ul style="list-style-type: none"> <li>a) Create media messages for diverse audiences.</li> <li>b) Credit information sources.</li> <li>c) Evaluate sources for relationships between intent, factual content, and opinion.</li> <li>d) Analyze the impact of selected media formats on meaning.</li> <li>e) Analyze the purpose of information and persuasive techniques used in diverse media formats.</li> <li>f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).</li> <li>g) Describe possible cause and effect relationships between mass media coverage and public opinion trends.</li> <li>h) Monitor, analyze, and use multiple streams of simultaneous information.</li> <li>i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.</li> </ul>	<ul style="list-style-type: none"> <li>vii. Accessing, evaluating critically, and using information accurately for a common purpose or goal.</li> <li>viii. Using reflection to evaluate one's own role in the process in pairs or small-group activities.</li> </ul> <p><b>10.C.2 Speaking and Presentation of Ideas</b></p> <ul style="list-style-type: none"> <li>A. Report orally on a topic or text or present an opinion. This includes: <ul style="list-style-type: none"> <li>i. Choosing vocabulary, language, and tone appropriate to the topic, audience, and purpose.</li> <li>ii. Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).</li> <li>iii. Evaluating the effectiveness of presentations, including the introduction, central ideas, organization, and conclusion.</li> </ul> </li> <li>B. Memorize and accurately recite a speech with intonation, meaningful expression, and emotion that conveys the intended mood (e.g., inspiration, motivation, conviction).</li> </ul> <p><b>10.C.3 Integrating Multimodal Literacies</b></p> <ul style="list-style-type: none"> <li>A. Make strategic use of multimodal tools, including using information from two or more interdependent modes of communication where both or multiple modes are essential to convey the intended message (e.g., graphics, moving images, music).</li> <li>B. Monitor, analyze, and use multiple streams of simultaneous information.</li> </ul>
--	---

	<p>C. Create media messages for diverse audiences and purposes.</p> <p><b>10.C.4 Examining Media Messages</b></p> <p>A. Analyze the viewpoint of print and digital publications (e.g., advertisements, editorials, blogs, and websites).</p> <p>B. Analyze, compare, and contrast visual and verbal media messages for content (e.g., word choice and choice of information), intent (e.g., persuasive techniques, including but not limited to ad hominem, red herring, and strawman), impact (e.g., public opinion trends), and effectiveness (e.g., effect on the audience).</p> <p>C. Examine and analyze how media messages are constructed based on varying opinions, values, and viewpoints.</p> <p>D. Evaluate the motives (e.g., social, commercial, and political) behind media messages used to determine author’s purpose, factual content, opinion, and/or possible bias.</p> <p>E. Describe possible cause-and- effect relationships between mass media coverage and public opinion trends.</p>
--	---

<b>Research (R)</b>	
<b>Grade Ten 2017 <i>Standards of Learning</i></b>	<b>Grade Ten 2024 <i>Standards of Learning</i></b>
<p>10.8 The student will find, evaluate, and select credible resources to create a research product.</p> <p>a) Verify the accuracy, validity, and usefulness of information.</p>	<p><b>10.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-ten content, texts, and areas prompted by student interest.</b></p>

<p>b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>c) Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.</p> <p>d) 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).</p> <p>e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p> <p>f) Demonstrate ethical use of the Internet.</p>	<p><b>10.R.1 Evaluation and Synthesis of Information</b></p> <p>A. Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary.</p> <p>B. Gather and organize information from various sources, including internet resources, electronic databases, and other technology.</p> <p>C. Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations, that includes identifying their main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.</p> <p>D. Synthesize multiple streams of information from a variety of sources to support claims and introduce counterclaims.</p> <p>E. Create research products aligned with the demands of the reading and writing standards.</p> <p>F. Cite primary and secondary sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or American Psychological Association (APA).</p> <p>G. Define the meaning and legal consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p> <p>H. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.</p>
---	--

Grade 10	Parameter Changes/Clarifications
----------	----------------------------------

<b>(2017 SOL to 2024 SOL Numbering)</b>	<b>(2024 SOL)</b>
<ul style="list-style-type: none"> <li>• 10.1—&gt;<b>10.C.1, 10.C.2, 10.C.3</b></li> <li>• 10.2—&gt;<b>10.C.4</b></li> <li>• 10.3—&gt;<b>10.RV.1</b></li> <li>• 10.4—&gt;<b>10.DSR, 10.RL.1, 10.RL.2, 10.RL.3</b></li> <li>• 10.5—&gt;<b>10.DSR, 10.RI.1, 10.RI.2, 10.RI.3</b></li> <li>• 10.6—&gt; <b>10.W.1, 10.W.2, 10.W.3</b></li> <li>• 10.7—&gt; <b>10.W.3, 10.LU.1, 10.LU.2</b></li> <li>• 10.8—&gt; <b>10.R.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• 10.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently.</li> <li>• 10.DSR.1. A. - Combines skill identified in 2017 10.4m and 10.j with new content additions in 2024 (see the "Additions to Grade 10" section).</li> <li>• 10.DSR.1. B. - Combines 2017 10.4 and 10.5 to demonstrate comprehension when reading both literary and informational texts at the grades 9-10 band.</li> <li>• 10.DSR.1. C. - Combines 2017 10.4a, 10.5f and 10.6l to apply comprehension of what is read through discussion and/or writing by providing textual evidence utilizing skills such as supporting claims, making inferences, and drawing conclusions.</li> <li>• 10.DSR.1. E. - Addresses skill identified in 2017 10.4m and 10.5j to use reading strategies effectively when encountering a challenging section of text. Specifies reading strategies that could be used.</li> <li>• 10.RV.1- Specifies connection to word knowledge for grade ten content and texts</li> <li>• 10.RV.1 A. - Aligns to the skills identified in 2017 10.3f and enhances the integration of academic and content vocabulary when listening, reading, and discussing grade ten texts and topics.</li> <li>• 10.RV.1 B. - Aligns with 2017 10.3b and includes using context to clarify the literal and figurative meanings of words and phrases.</li> <li>• 10.RV.1 C. - Aligns with 2017 10.3a and includes etymology to help clarify the meanings of unfamiliar and complex words.</li> <li>• 10.RV.1 D. - Aligns with 2017 10.3c.</li> <li>• 10.RV.1 E. - Aligns with 2017 10.3d.</li> </ul>

	<ul style="list-style-type: none"> <li>• 10.RV.1 F. - Aligns with 2017 10.3e and includes both explaining the meaning of allusions and analyzing their roles in texts.</li> <li>• 10.RV.1 G. - Aligns with 2017 10.3f.</li> <li>• 10.RL.1- Focuses on reading comprehension of various literary texts associated with grade ten with an emphasis on world literature</li> <li>• 10.RL.1 A. - Aligns with 2017 10.4b, 10.4d, and 10.4g. Specifies examples of universal themes and forms of world literature for analysis.</li> <li>• 10.RL.1 B. - Aligns with 2017 10.4f and clarifies the analysis of text structure to explain plot development.</li> <li>• 10.RL.1 C. - Aligns with 2017 10.4l and increases the rigor to describe the actions of different character types and how they influence the theme.</li> <li>• 10.RL.1 D. - Aligns to 2017 10.4l and expands to clarify how dramatic conventions contribute to the theme and effect of plays from various cultures.</li> <li>• 10.RL.2- Focuses on the author's literary craft and style</li> <li>• 10.RL.2 B. - Aligns to 2017 10.4f and 10.4k and incorporates allusion, allegory, and paradox as types of figurative language authors use to impact the text's meaning.</li> <li>• 10.RL.2 C. - Aligns to 2017 10.4i.</li> <li>• 10.RL.2 D. - Aligns to 2017 10.4i and incorporates how the use of satire, irony, sarcasm, and understatement can impact what is implied or intended in a text.</li> <li>• 10.RL.3- Provides explicit skills students will engage in when describing and analyzing elements of stories, poetry, or drama when engaging with multiple texts.</li> <li>• 10.RL.3 A. - Aligns to 2017 10.4h and 10.4j. Specifies how the form, style, characters, and point of view can be impact historical and cultural contexts of a text</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 10.RL.3 B. - Aligns to 2017 10.4j, 10.4l, and 10.4f. Specifies how character development, dramatic plot structure, and conventions in a play compare to the character development, narrative structure, and conventions in other literary texts.</li> <li>• 10.RL.3 C. Aligns to 2017 10.4c and 10.4d.</li> <li>• 10.RI.1- Focuses on reading comprehension of complex information texts associated with grade ten</li> <li>• 10.RI.1 A. - Aligns to 2017 10.5i and clarifies textual structures to consider when explaining how authors organize an analysis or series of ideas or events.</li> <li>• 10.RI.1 B. - Aligns to 2017 10.5d, 10.5e, and 10.5g. Specifies the use of informational, historical, scientific, and technical texts when comparing the characteristics of information found in them.</li> <li>• 10.RI.2- Focuses on the author’s informational craft and style by enhancing the rigor</li> <li>• 10.RI.2 A. - Aligns with 2017 10.5a and 10.5c. Includes opportunities to explain relationships in a text through key sentences, paragraphs, and sections of texts that impact the text as a whole.</li> <li>• 10.RI.2 C. - Aligns with 2017 10.5b and specifies literary techniques to analyze for their impact in a text.</li> <li>• 10.RI.3- Showcases how multiple texts and viewpoints can be compared and evaluated</li> <li>• 10.RI.3 A. - Aligns with 2017 10.5d, 10.5h, and 10.5i. Incorporates facts, opinions, and reasons as ways authors shape their presentations or viewpoints.</li> <li>• 10.RI.3 B. - Aligns to 2017 10.b and 10.5d. Clarifies using multiple texts on the same topic to specifically determine how authors reach similar or different conclusions.</li> <li>• 10.W.1- Focuses on argumentative writing</li> </ul>
--	--



	<ul style="list-style-type: none"> <li>• 10.W.1 A.i. - Aligns with 2017 10.6 d, 10.6f, and 10.6h. Includes more structure regarding how to introduce a topic when writing.</li> <li>• 10.W.1 A.ii. - Aligns to 2017 10.6b.</li> <li>• 10.W.1 A.iii. - Aligns to 2017 10.6e and clarifies that a topic should be developed through a sustained use of details from a variety of sources.</li> <li>• 10.W.1 B. - Organizes the argumentative writing strands together (i.-iv.).</li> <li>• 10.W.1 B.i. - Aligns with 2017 11.6b and 10.6g. (11.6b moved to grade 10 in 2024 because of the focus on argument writing.)</li> <li>• 10.W.1 B.ii.- Aligns with 2017 10.6e.</li> <li>• 10.W.1 B.iii.-Aligns with 2017 10.6h.</li> <li>• 10.W.1 D. - Aligns with 2017 10.6b and 10.6c. Develops flexibility in writing by producing shorter and longer pieces that adapt by audience and purpose. Provides a list of shorter and longer writing options.</li> <li>• 10.W.2-Organizes the strands together that impact the recursive writing process of planning, drafting, revising, and editing. This aligns to 2017 10.6a.</li> <li>• 10.W.2 A.i. -Aligns to 2017 10.6d and 10.6f.</li> <li>• 10.W.2 A.ii.-Aligns to 2017 10.6e and 10.6i.</li> <li>• 10.W.2 A.iii.- Aligns to 2017 10.6g.</li> <li>• 10.W.2 A.iv. - Aligns to 2017 10.6j.</li> <li>• 10.W.2 A.v. - Aligns to 2017 10.6i and 10.6k.</li> <li>• 10.W.2 A.vi.- Aligns to 2017 10.6m and 10.7b.</li> <li>• 10.W.3- Focuses on the grade level expectations for usage and mechanics</li> <li>• 10.W.3 A. - Aligns to 2017 10.6m.</li> <li>• 10.W.3 B. - Aligns to 2017 10.6m, 10.6n, and 10.7e. Specifically uses self- and peer-editing as part of the revision process and includes specific components students</li> </ul>
--	--

	<p>should include as part of their feedback to support editing and revising.</p> <ul style="list-style-type: none"> <li>• 10.W.3 C. Aligns to 2017 10.7.</li> <li>• 10.LU.1.- Contains the grammar expectations for grade ten</li> <li>• 10.LU.1 A. - Aligns to 2017 10.7a and includes using, editing, and revising parallel structure when writing.</li> <li>• 10.LU.1 B. - Aligns to 2017 10.7b. and clarifies the elements of complex sentences.</li> <li>• 10.LU.1 C. - Aligns to 2017 10.7c and clarifies the purpose of using active and passive voice when speaking and writing.</li> <li>• 10.LU.1 E. - Aligns to 2017 10.7 and clarifies using consistent verb tense when writing, as well as speaking.</li> <li>• 10.LU.2- Contains the mechanics expectations for grade ten</li> <li>• 10.LU.2 A. Aligns to 2017 10.7d and clarifies the roles for using a colon when writing.</li> <li>• 10.LU.2 B. - Aligns to 2017 10.7b.</li> <li>• 10.LU.2 C. - Aligns to 2017 10.7 strand and 10.8d. Use a style manual to apply rules for punctuation and formatting of direct quotes.</li> <li>• 10.C.1- Provides the specific skills needed for collaborative discussions to discuss grade ten topics and texts.</li> <li>• 10.C.1 A.i. -Aligns to 2017 10.1f.</li> <li>• 10.C.1 A.ii. - Aligns to 2017 10.1c.</li> <li>• 10.C.1 A.iii. - Aligns to 2017 10.1c and 10.1e.</li> <li>• 10.C.1 A.iv. - Align to 2017 10.1c and 10.1d.</li> <li>• 10.C.1 A.v.-Aligns to 2017 10.1g.</li> <li>• 10.C.1 A.vi. -Aligns to 2017 10.1i.</li> <li>• 10.C.1 A.vii.-Aligns to 2017 10.1j.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• 10.C.2- Explicitly states expectations to incorporate in formal and informal presentations and discussions</li> <li>• 10.C.2- A.i. - Aligns to 2017 10.1h.</li> <li>• 10.C.2- A. ii. - Aligns to 2017 10.1f. Specifies examples of verbal and nonverbal cues to use when listening and speaking.</li> <li>• 10.C.2- A. iii. - Aligns to 2017 10.1k and clarifies ways to evaluate the effectiveness of presentations.</li> <li>• 10.C.3- Includes examples of communication modes that can be combined to create a multimodal presentation</li> <li>• 10.C.3 A. - Aligns to 2017 10.1a and specifies the types of communication modes and multimodal tools that could be used in enhance presentations.</li> <li>• 10.C.3 B. - Aligns to 2017 10.2h.</li> <li>• 10.C.3 C. - Aligns to 2017 10.2a.</li> <li>• 10.C.4 - Clarifies how to examine, describe, analyze, and evaluate media messages</li> <li>• 10.C.4 A. - Aligns to 2017 10.2e and specifies examples of print and digital publications that can be used when analyzing the viewpoint of a media message.</li> <li>• 10.C.4 B. - Aligns to 2017 10.2d and 10.2e. Clarifies ways to analyze, compare, and contrast the content, intent, impact and effectiveness of verbal and visual media messages impact the audience.</li> <li>• 10.C.4 C. - Aligns to 10.2c and 10.2d.</li> <li>• 10.C.4 D. - Aligns with 2017 10.2f.</li> <li>• 10.C.4 E. - Aligns with 2017 10.2g.</li> <li>• 10.R.1- Focuses student research to use conceptually related texts when conducting research prompted by student interest</li> <li>• 10.R.1 B. Aligns to 2017 10.8a and 10.8b. Includes types of sources that can be used to gather information while researching.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• 10.R.1 C. Aligns to 10.8a, 10.8b, and 10.8c. Specifies objectively evaluating primary and secondary sources while researching.</li> <li>• 10.R.1 D. - Aligns to 2017 10.8c.</li> <li>• 10.R.1 F. Aligns to 2017 10.8d and clarifies citing primary and secondary sources appropriately for quoted and paraphrased ideas.</li> <li>• 10.R.1 G. - Aligns to 2017 10.8e.</li> <li>• 10.R.1 H. - Aligns to 2017 10.8f and includes ethical use of all sources, including the Internet, Artificial Intelligence, and new technologies as they develop.</li> </ul>
<b>Deletions from Grade 10 (2017 SOL)</b>	<b>Additions to Grade 10 (2024 SOL)</b>
<ul style="list-style-type: none"> <li>• 10.1b - Credit information sources. [Incorporated into 10.R.1.F. and 10.R.1.G.]</li> <li>• 10.2b -Credit information sources. [Incorporated into 10.R.1.F.and 10.R.1.G.]</li> <li>• 10.2i - Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages. [Incorporated into 10.R.1.G.]</li> <li>• 10.4 e – Examine a literary selection from several critical perspectives. [Incorporated into 10.RL.3.A. and 10.RL.3.C.].</li> </ul>	<ul style="list-style-type: none"> <li>• 10.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently</li> <li>• 10.DSR.1 D. -Engages regularly opportunities to read conceptually related texts through various reading experiences.</li> <li>• 10.RL.2.A - Explains how the overall structure of a poem conveys a message and elicits a reader’s emotions.</li> <li>• 10.RI.1.C. - Evaluates the argument of specific claims in texts to identify misconceptions, determine credibility, and differentiate between false or unsupported statements.</li> <li>• 10.RI.2.B. - Analyzes how specific key terms and ideas of historical, scientific, and technical texts impact the relationships and understandings among key concepts.</li> <li>• 10.W.1.C. - Writes reflective responses to readings when comparing two or more texts with evidence.</li> <li>• 10.LU.1.D. - Uses subordination, coordination, apposition, and other devices to indicate relationships between ideas.</li> <li>• 10.LU.2.C. - Spells correctly and uses reference materials as needed.</li> </ul>

	<ul style="list-style-type: none"> <li>• 10.C.2.A.iii. - Evaluates the effectiveness of presentations, including the introduction, central ideas, organization, and conclusion.</li> <li>• 10.C.2.B. - Memorizes and recites a speech with intonation, meaningful expression, and emotion that conveys the intended mood.</li> <li>• 10.R.1.A. - Formulates and revises questions about a research topic, broadening or narrowing the inquiry as necessary.</li> <li>• 10.R.1.E. - Creates research products aligned with grade ten expectations of the reading and writing standards.</li> </ul>
--	---

## Grade 11 ELA *Standards of Learning* – 2024 Overview of Revisions

**Developing Skilled Readers and Building Reading Stamina:** *Developing and building the knowledge and comprehension skills needed to engage with text, think critically, and gain knowledge fluently and accurately through reading a range of challenging and complex texts. This strand has been newly added to the 2024 English Standards of Learning, and it serves as the bedrock for grade-level reading comprehension expectations and should be applied when students are reading, writing, collaborating, and researching.*

- Proficiently and fluently read and understand a variety of literary and informational texts in the grades 11-12 band.
- Read texts linked by subject and/or theme to build knowledge and apply what has been read to create authentic written and verbal responses supported by several pieces of evidence to support claims.
- Use reading strategies as appropriate with challenging sections of text to monitor comprehension.

**Reading and Vocabulary:** *Systematically building vocabulary breadth and depth through engaging in texts and participating in rich conversations. The Reading and Vocabulary strand highlights how word etymology, context clues, and cross-discipline vocabulary words impact reading comprehension.*

- Develop and apply academic language and content-specific vocabulary when reading, writing, and speaking in various grade ten texts or contexts.
- Analyze the nuances in the meaning of words with similar denotations.
- Use newly learned words and phrases in discussions and speaking and writing activities.

**Reading Literary Texts:** *Deepening and demonstrating comprehension in the understanding of complex literary texts, textual elements, structure, and themes. Grades 10-12 designate a specific literature focus. Grade 11 has a focus on American literature, but the bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of the grades. The Reading Literary Texts strand is organized into three categories: Key Ideas and Plot Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named “Reading Fiction.” The Key Ideas and Plot Details section contains the standards that directly address the literary elements (e.g., characterization, literary forms) that impact the plot and theme. The Craft and Style section contains the standards that address how the author’s choice of vocabulary, rhetorical devices, figurative language, and text organization and structure are used*

*to convey a message. The Integration of Concepts section contains the standards that address how interactions between characters, events, and settings influence the text.*

- Analyze how universal themes are used in different forms of American literature of different eras.
- Describe how characters are revealed through their speech and actions.
- Critique how author's use literary devices to contribute to the meaning of a text.
- Compare themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, and drama.

**Reading Informational Texts:** *Deepening and demonstrating comprehension in the understanding of complex informational text, textual elements, structures, and purposes. The Reading Informational Texts strand is organized into three categories: Modes and Purposes for Writing, Organization and Composition, and Integration of Concepts. This strand was formerly named "Reading Nonfiction."*

- Interpret and complete an application for employment or college admission, and summarize the purpose of workplace or technical documents.
- Analyze and interpret the key terms and ideas of various informational texts to clarify ideas and concepts.
- Evaluate the relevance and overall quality of an author's argument through supporting evidence or challenging them with other information.
- Analyze multiple texts on the same topic to determine how authors reach similar or opposing conclusions.

**Writing:** *Composing a variety of writings for diverse audiences and purposes. Grades 9-12 ask students to write in various form and designate a writing focus that contain the standards unique to the writing mode. In grade 11, students will focus on argumentative and analytical writing. The Writing strand has been organized into four categories: Modes and Purposes for Writing, Organization and Composition, and Usage and Mechanics (3-12). The Modes and Purposes for Writing section contains strands and skills associated with writing narratives, expository texts, persuasively about topics or texts, and reflectively in response to text(s). The Organization and Composition section contains the skills associated with skills that are a part of the recursive writing process, such as planning, drafting, revising, and editing when writing multi-paragraph texts. The Usage and Mechanics section contains the skills specifically addressed when revising and editing. In 2017, Grammar and Usage were a part of the Writing strand, and it has been moved to Language Usage in 2024.*

- Write for a variety of purposes and audiences with a specific emphasis on argument and analytical writing. Align the composition's organization accordingly based on the mode and purpose of writing.
- Write to describe personal qualifications for potential occupational or educational opportunities that align with the style, language, and audience expectations for the workplace and/or post-secondary education.
- Self-and-peer-edit for the purpose of revising writing to provide meaningful feedback.

**Language Usage:** *Developing and using the conventions of Standard English when speaking and writing as appropriate for the context. These standards house the grade level expectations for grammar and usage when applied to speaking and writing. These standards grow in content and rigor across the grade levels. This strand was formerly a part of the Writing strand.*

- Use verbal phrases to create concise sentences when speaking and writing.
- Use complex sentence structure for sentence variety when writing.
- Use commas, semi-colons, and colons correctly in complex sentences when writing.

**Communication and Multimodal Literacies:** *Developing effective oral communication and collaboration skills. The Communication and Multimodal Literacies strand is now organized into four categories: Communication, Listening, and Collaboration, Speaking and Presentation of Ideas, Integrating Multimodal Literacies, and Examining Media Messages.*

- Facilitate and contribute to collaborative discussions thoughtfully by asking clarifying questions, communicating agreement and tactful disagreement, and valuing the contributions of others.
- Use rhetorical techniques, repetition, and figurative language to deliver a message.
- Evaluate the effectiveness of presentations by analyzing the organization and content.
- Create, deliver, and publish multimodal presentations and pieces for varying audience and purposes.

**Research:** *Conducting research and reading conceptually related texts for a variety of purposes. The Research strand has been organized into one category: Evaluation and Synthesis of Information. Students are encouraged to formulate questions, evaluate the validity of their research from multiple sources, and apply it in their writing and/or responses.*

- Formulate and revise research questions to broaden or narrow the topic as needed.
- Create research products aligned to the grade eleven reading and writing standards.
- Demonstrate ethical use of the internet, including new technologies as they develop



## Comparison of Grade 11 English *Standards of Learning*- 2017 to 2024

Foundations for Reading (FFR)	
Grade Eleven 2017 <i>Standards of Learning</i>	Grade Eleven 2024 <i>Standards of Learning</i>
N/A	See Kindergarten through grade five for the Foundations for Reading standards.

Developing Skilled Readers and Building Reading Stamina (DSR)	
Grade Eleven 2017 <i>Standards of Learning</i>	Grade Eleven 2024 <i>Standards of Learning</i>
<p>11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.</p> <ul style="list-style-type: none"> <li>j) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).</li> <li>k) Compare/contrast literary and informational nonfiction texts.</li> </ul> <p>11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.</p> <ul style="list-style-type: none"> <li>e) Draw conclusions and make inferences on explicit and implied information using textual support.</li> <li>i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).</li> </ul>	<p><b>11.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.</b></p> <ul style="list-style-type: none"> <li>A. Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary <b>(Reading Fluency, K-12)</b>.</li> <li>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the</li> </ul>

	<p>Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (<b>Text Complexity, 2-12</b>).</p> <p>C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (<b>Textual Evidence, K-12</b>).</p> <p>D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (<b>Deep Reading on Topics to Build Knowledge and Vocabulary, K-12</b>).</p> <p>E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (<b>Reading Strategies, 3-12</b>).</p> <p><b>*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.</b></p>
--	---

Reading and Vocabulary (RV)	
Grade Eleven 2017 <i>Standards of Learning</i>	Grade Eleven 2024 <i>Standards of Learning</i>

<p>11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <ul style="list-style-type: none"> <li>a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.</li> <li>b) Use context, structure, and connotations to determine meanings of words and phrases.</li> <li>c) Discriminate between connotative and denotative meanings and interpret the connotation.</li> <li>d) Explain the meaning of common idioms.</li> <li>e) Explain the meaning of literary and classical allusions and figurative language in text.</li> <li>f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</li> </ul>	<p><b>11.RV The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.</b></p> <p><b>11.RV.1 Vocabulary Development and Word Analysis</b></p> <ul style="list-style-type: none"> <li>A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</li> <li>B. Use context and sentence structure to clarify the meanings of words and phrases.</li> <li>C. Use structural analysis of roots, affixes, and etymology to understand the meanings of unfamiliar and complex words.</li> <li>D. Analyze the nuances in the meaning of words with similar denotations (e.g., clever, cunning, brainy).</li> <li>E. Explain and analyze idiomatic language in context.</li> <li>F. Explain the meaning of figurative language and literary and classical allusions and analyze their role in texts.</li> <li>G. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</li> </ul>
---	---

Reading Literary Text (RL)	
Grade Eleven 2017 <i>Standards of Learning</i>	Grade Eleven 2024 <i>Standards of Learning</i>
11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.	<b>11.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of</b>

- a) Describe contributions of different cultures to the development of American literature.
- b) Compare and contrast the development of American literature in its historical context.
- c) Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
- d) Interpret the social or cultural function of American literature.
- e) Analyze how context and language structures convey an author's intent and viewpoint.
- f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.
- g) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.
- h) Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.
- i) Analyze the use of dramatic conventions in American literature.

**grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on American literature.**

### **11.RL.1 Key Ideas and Plot Details**

- A. 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.
- B. Analyze how characters are revealed through particular lines of dialogue or events.
- C. 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.

### **11.RL.2 Craft and Style**

- A. Interpret and analyze how the sound and imagery of poetry support the subject, mood, form, and theme and appeal to the reader's senses.
- B. Evaluate how authors use specific word choices, syntax, tone, and voice to convey the author's intent and viewpoint.
- C. 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.
- D. Analyze the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied.

	<p><b>11.RL.3 Integration of Concepts</b></p> <ul style="list-style-type: none"> <li>A. Explain the influence of the historical and cultural context on form, style, and point of view of texts that represent diverse voices and perspectives.</li> <li>B. Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama.</li> <li>C. Analyze how authors’ attitudes, viewpoints, and beliefs reflect larger historical, social, or cultural contexts.</li> </ul>
--	---

<b>Reading Informational Texts (RI)</b>	
<b>Grade Eleven 2017 <i>Standards of Learning</i></b>	<b>Grade Eleven 2024 <i>Standards of Learning</i></b>
<p>11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.</p> <ul style="list-style-type: none"> <li>a) Apply information from texts to clarify understanding of concepts.</li> <li>b) Read and correctly interpret an application for employment, workplace documents, or an application for college admission.</li> <li>c) Analyze technical writing for clarity.</li> <li>d) Paraphrase and synthesize ideas within and between texts.</li> <li>f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.</li> <li>g) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.</li> </ul>	<p><b>11.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.</b></p> <p><b>11.RI.1 Key Ideas and Confirming Details</b></p> <ul style="list-style-type: none"> <li>A. Interpret and complete an application for employment or college admission, and summarize the intent, main ideas, and purpose of the workplace or technical documents.</li> <li>B. Analyze the hypotheses, data, analysis, and/or conclusions in informational, historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</li> <li>C. Evaluate the relevance and quality of an author’s premises, claims, counterclaims, and evidence by corroborating or challenging them with other information.</li> </ul>

h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.	<p><b>11.RI.2 Craft and Style</b></p> <ul style="list-style-type: none"> <li>A. Examine how textual elements and organizational patterns contribute to meaning and the author’s purpose.</li> <li>B. Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts.</li> <li>C. Recognize and analyze the author’s purpose and impact of ambiguity, contradiction, paradox, oxymoron, irony, sarcasm, overstatement, and understatement in informational texts.</li> </ul> <p><b>11.RI.3 Integration of Concepts</b></p> <ul style="list-style-type: none"> <li>A. Analyze information within and between paired passages for similar and conflicting ideas and how authors reach similar or different conclusions.</li> <li>B. Compare and contrast informational and technical texts for intent, content, and clarity.</li> </ul>
---	--

<b>Foundations for Writing (FFW)</b>	
<b>Grade Eleven 2017 <i>Standards of Learning</i></b>	<b>Grade Eleven 2024 <i>Standards of Learning</i></b>
N/A	<b>See Kindergarten through Grade 5 for Foundations for Writing</b>

<b>Writing (W)</b>	
<b>Grade Eleven 2017 <i>Standards of Learning</i></b>	<b>Grade Eleven 2024 <i>Standards of Learning</i></b>

11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

- a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
- b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
- c) Organize claims, counterclaims, and evidence in a sustained and logical sequence.
- d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
- e) Use words, phrases, clauses, and varied syntax to create a cohesive argument.
- f) Blend multiple forms of writing including embedding narratives to produce effective essays.
- g) Revise writing for clarity of content, accuracy and depth of information.
- h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

**11.W. The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.**

**11.W.1 Modes and Purposes for Writing**

- A. Write extended pieces that:
  - i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
  - ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.
  - iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
  - iv. Provide a concluding section that follows from the information or explanation presented.
- B. Write analyses that:
  - i. Develop a thesis that demonstrates knowledgeable judgments.
  - ii. Interpret and investigate evidence from various sources and texts to draw reasonable conclusions that support the writer's position or assertion.
  - iii. Examine and evaluate processes and/or problems to propose solutions.
  - iv. Organize claims, counterclaims, and evidence in a sustained and logical sequence that explains how the credible evidence supports well-defined points of view.
- C. Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and

	<p>purpose of the workplace and/or post-secondary education and language in informal and formal contexts.</p> <p>D. Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p> <p><b>11.W.2 Organization and Composition</b></p> <p>A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:</p> <ul style="list-style-type: none"> <li>i. Composing a thesis statement that clearly communicates the writer’s position or assertion.</li> <li>ii. Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.</li> <li>iii. Effectively contextualizing evidence from sources with proper introduction and thorough explanation.</li> <li>iv. Applying varied transitions and sentence structures to connect ideas within and across paragraphs.</li> <li>v. Elaborating ideas clearly through purposeful and precise word choice.</li> </ul> <p><b>11.W.3 Usage and Mechanics</b></p> <p>A. Revise writing for clarity of content, accuracy, and depth of information.</p> <p>B. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.</p>
--	--



	<p>C. Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).</p> <p>D. Write and revise to a standard acceptable both in the workplace and in post-secondary education.</p>
--	---

Language Usage (LU)	
Grade Eleven 2017 <i>Standards of Learning</i>	Grade Eleven 2024 <i>Standards of Learning</i>
<p>11.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <ul style="list-style-type: none"> <li>a) Use complex sentence structure to infuse sentence variety in writing.</li> <li>b) Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.</li> <li>c) Distinguish between active and passive voice.</li> </ul>	<p><b>11.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</b></p> <p><b>11.LU.1 Grammar</b></p> <ul style="list-style-type: none"> <li>A. Use verbal phrases to achieve sentence conciseness and variety in speaking and writing.</li> <li>B. Use complex sentence structure to infuse sentence variety in writing.</li> <li>C. Differentiate and apply active and passive voice to convey a desired effect in speaking and writing.</li> </ul> <p><b>11.LU.2 Mechanics</b></p> <ul style="list-style-type: none"> <li>A. Use commas, semi-colons, and colons correctly in complex sentences in writing.</li> <li>B. Write and edit work so that it conforms to the guidelines in style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).</li> <li>C. Spell correctly, consulting reference materials to check as needed.</li> </ul>

<b>Communications (C)</b>	
<b>Grade Eleven 2017 <i>Standards of Learning</i></b>	<b>Grade Eleven 2024 <i>Standards of Learning</i></b>
<p>11.1 The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.</p> <ul style="list-style-type: none"> <li>a) Select and effectively use multimodal tools to design and develop presentation content.</li> <li>b) Credit information sources.</li> <li>c) Demonstrate the ability to work collaboratively with diverse teams.</li> <li>d) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.</li> <li>e) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</li> <li>f) Anticipate and address alternative or opposing perspectives and counterclaims.</li> <li>g) Evaluate the various techniques used to construct arguments in multimodal presentations.</li> <li>h) Use vocabulary appropriate to the topic, audience, and purpose.</li> <li>i) Evaluate effectiveness of multimodal presentations.</li> </ul> <p>11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.</p> <ul style="list-style-type: none"> <li>a) Describe possible cause and effect relationships between mass media coverage and public opinion trends.</li> <li>b) Create media messages with a specific point of view.</li> </ul>	<p><b>11.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</b></p> <p><b>11.C.1 Communication, Listening, and Collaboration</b></p> <ul style="list-style-type: none"> <li>A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes: <ul style="list-style-type: none"> <li>i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.</li> <li>ii. Demonstrating the ability to work effectively by coming to a consensus, exercising flexibility, making necessary compromises, and presenting alternate views.</li> <li>iii. Responding thoughtfully and tactfully with evidence to diverse perspectives.</li> <li>iv. Summarizing points of agreement and disagreement.</li> <li>v. Assessing, evaluating critically, and using information accurately to fulfill a task.</li> <li>vi. Using reflection to evaluate one's own role in the group process in small-group activities.</li> </ul> </li> </ul> <p><b>11.C.2 Speaking and Presentation of Ideas</b></p> <ul style="list-style-type: none"> <li>A. Report orally on a topic or text or present an opinion. This includes: <ul style="list-style-type: none"> <li>i. Selecting the modes and purposes for presentations and synthesizing multiple streams of information.</li> </ul> </li> </ul>

<p>c) Evaluate media sources for relationships between intent and content.</p> <p>d) Analyze the impact of selected media formats on meaning.</p> <p>e) Determine the author’s purpose and intended effect on the audience for media messages.</p> <p>f) Manage, analyze, and synthesize multiple streams of simultaneous information.</p> <p>g) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.</p>	<ul style="list-style-type: none"> <li>ii. Choosing diction and tone appropriate to the topic, audience, and purpose.</li> <li>iii. Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.</li> <li>iv. Utilizing rhetorical techniques (e.g., ethos, pathos, and logos), repetition, and figurative language to deliver a message.</li> <li>v. Anticipating and addressing alternative or opposing perspectives and counterclaims using counter arguments and rebuttals, as appropriate.</li> <li>vi. Evaluating the content and effectiveness of presentations; that includes the introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion.</li> </ul> <p><b>11.C.3 Integrating Multimodal Literacies</b></p> <ul style="list-style-type: none"> <li>A. Create, publish, and deliver multimodal presentations and pieces aimed at a variety of audiences and with different purposes, incorporating spoken or written components.</li> <li>B. Demonstrate understanding of multimodal literacy by identifying and evaluating elements such as authorship, format, audience, content, and purpose.</li> <li>C. Monitor, organize, analyze, and synthesize multiple streams of simultaneous information to create a summary or formulate a position.</li> <li>D. Ethically, purposefully, and strategically incorporate multimodal tools including the Internet and varying technology.</li> </ul>
---	--

	<p><b>11.C.4 Examining Media Messages</b></p> <ul style="list-style-type: none"> <li>A. Analyze the sources and viewpoint(s) of publications including advertisements, editorials, blogs, and websites.</li> <li>B. Analyze and critique how media reach the targeted audience for specific purposes.</li> <li>C. Analyze, compare, and contrast visual and verbal media messages for content (e.g., word choice and choice of information), intent (e.g., persuasive techniques), impact (e.g., public opinion trends), and effectiveness (e.g., effect on the audience).</li> </ul>
--	---

<b>Research (R)</b>	
<b>Grade Eleven 2017 <i>Standards of Learning</i></b>	<b>Grade Eleven 2024 <i>Standards of Learning</i></b>
<p>11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.</p> <ul style="list-style-type: none"> <li>a) Critically evaluate quality, accuracy, and validity of information.</li> <li>b) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.</li> <li>c) Synthesize relevant information from primary and secondary sources and present it in a logical sequence.</li> <li>d) 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).</li> </ul>	<p><b>11.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest.</b></p> <p><b>11.R.1 Evaluation and Synthesis of Information</b></p> <ul style="list-style-type: none"> <li>A. Formulate and revise questions about a research topic broadening or narrowing the inquiry as necessary.</li> <li>B. Gather and organize information from various sources.</li> <li>C. Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations. That includes identifying their main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.</li> <li>D. Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.</li> </ul>

<p>e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p> <p>f) Demonstrate ethical use of the Internet.</p>	<p>E. Create research products aligned with the demands of the reading and writing standards.</p> <p>F. Cite primary and secondary sources for quoted and paraphrased ideas using a standard method of documentation such as the Modern Language Association (MLA) or American Psychological Association (APA).</p> <p>G. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p> <p>H. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.</p>
---	---

<b>Grade 11 (2017 SOL to 2024 SOL Numbering)</b>	<b>Parameter Changes/Clarifications (2024 SOL)</b>
<ul style="list-style-type: none"> <li>• 11.1—&gt;11.C.1, 11.C.2, 11.C.3</li> <li>• 11.2—&gt;11.C.4</li> <li>• 11.3—&gt;11.RV.1</li> <li>• 11.4—&gt;11.DSR, 11.RL.1, 11.RL.2, 11.RL.3</li> <li>• 11.5—&gt;11.DSR, 11.RI.1, 11.RI.2, 11.RI.3</li> <li>• 11.6—&gt; 11.W.1, 11.W.2, 11.W.3</li> <li>• 11.7—&gt; 11.W.3, 11.LU.1, 11.LU.2</li> <li>• 11.8—&gt; 11.R.1</li> </ul>	<ul style="list-style-type: none"> <li>• 11.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently.</li> <li>• 11.DSR.1 B. - Combines 2017 11.4 and 11.5 to demonstrate comprehension when reading both literary and informational texts at the grades 11-12 band.</li> <li>• 11.DSR.1 C. - Aligns to 2017 11.5e and extends skills to reading literary and informational text. Applies comprehension of what is read through discussion and/or writing by providing textual evidence utilizing skills such as supporting claims, making inferences, and drawing conclusions.</li> <li>• 11.DSR.1 E. - Addresses skill identified in 2017 11.4j and 11.5i to use reading strategies effectively when encountering</li> </ul>

	<p>a challenging section of text. Specifies reading strategies that could be used.</p> <ul style="list-style-type: none"> <li>• 11.RV.1- Specifies connection to word knowledge for grade eleven content and texts</li> <li>• 11.RV.1 A. - Aligns to 2017 11.3f and enhances the integration of academic and content vocabulary when listening, reading, and discussing grade eleven texts and topics.</li> <li>• 11.RV.1 B. - Aligns to 2017 11.3b.</li> <li>• 11.RV.1 C. - Aligns to 2017 11.3a and includes etymology to help clarify the meanings of unfamiliar and complex words.</li> <li>• 11.RV.1 D. - Aligns to 2017 11.3c and includes examples of words with similar denotations.</li> <li>• 11.RV.1 E. - Aligns to 2017 11.3d.</li> <li>• 11.RV.1 F. - Aligns to 2017 11.3e to analyze the role of allusions and figurative language in text.</li> <li>• 11.RL.1- Focuses on reading comprehension of various literary texts associated with grade eleven</li> <li>• 11.RL.1 A. - Aligns to 2017 11.4a, 11.4f, and 11.4h. Clarifies various text structures to contribute to the development of plot and setting.</li> <li>• 11.RL.1 B. - Aligns to 2017 11.4e, 11.4f, and 11.4i. Analyzes how characters are revealed through dialogue and actions.</li> <li>• 11.RL.1 C. - Aligns to 2017 11.4i and includes specific dramatic conventions that contribute to the theme and effect of plays from various cultures.</li> <li>• 11.RL.2- Focuses on the author's literary craft and style</li> <li>• 11.RL.2 A. - Aligns to 2017 11.4g.</li> <li>• 11.RL.2 B. - Aligns to 2017 11.4e and 11.4h.</li> <li>• 11.RL.2 C. - Aligns to 11.4f and specifies examples of key literary devices that can contribute to the meaning of the text in various ways.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• 11.RL.2 D. - Aligns to 11.4j. Incorporates how the use of satire, irony, sarcasm, and understatement can impact what is implied or stated in a text.</li> <li>• 11.RL.3- Provides explicit skills students will engage in when describing and analyzing elements of stories, poetry, or drama when engaging with multiple texts.</li> <li>• 11.RL.3 A. - Aligns to 2017 11.4a, 11.4b, 11.4c, , and 11.4d. Specifies how the form, style, and point of view can be impact historical and cultural contexts of a text that represent diverse voices and perspectives.</li> <li>• 11.RL.3 B. - Aligns to 2017 11.4f and 11.4k. Compares themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama.</li> <li>• 11.RL.3 C. - Combines skills identified in 2017 11.4b and 11.4d.</li> <li>• 11.RI.1- Focuses on reading comprehension of complex information texts associated with grade eleven</li> <li>• 11.RI.1 A. - Aligns to 2017 11.5b and clarifies textual structures to consider when explaining how authors organize an analysis or series of ideas or events.</li> <li>• 11.RI.1 B. - Aligns to 2017 11.5a, 11.5c, and 11.5f. Specifies the use of historical, scientific, and technical texts when comparing the characteristics of information found in them.</li> <li>• 11.RI.1 C. - Aligns to 2017 11.5g.</li> <li>• 11.RI.2- Focuses on the author’s informational craft and style by enhancing the rigor</li> <li>• 11.RI.2 B. - Aligns to 2017 11.5a, 11.5d. and 11.5e. Specifies examples of key terms that can be analyzed and interpreted to clarify concepts in a variety of informational texts.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 11.RI.2 C. - Aligns to 2017 11.5h and specifies literary techniques to analyze for their impact in informational texts.</li> <li>• 11.RI.3- Showcases how multiple texts and viewpoints can be compared and evaluated</li> <li>• 11.RI.3 A. - Aligns to 2017 11.5d and 11.5f. Clarifies using multiple texts on the same topic to specifically determine how authors reach similar or different conclusions.</li> <li>• 11.RI.3 B. - Aligns to 2017 11.5d and 11.5f. Compares and contrasts informational and technical texts for intent, content, and clarity.</li> <li>• 11.W.1- Focuses on argumentative and analytical writing as part of a recursive writing process (aligns with 2017 11.6a).</li> <li>• 11.W.1 A.i. - Aligns to 2017 11.6b and includes more structure regarding how to introduce a topic when writing.</li> <li>• 11.W.1 A. ii. - Aligns to 2017 11.6c.</li> <li>• 11.W.1 A.iii. - Aligns to 2017 11.6a, 11.6b, 11.6d, and 11.6e. Clarifies that a topic should be developed through a sustained use of details from a variety of sources that is appropriate to the audience's knowledge.</li> <li>• 11.W.1 A. iv.- Aligns to 2017 11.6b and clarifies providing a concluding section that follows the information presented.</li> <li>• 11.W.1 B. - Organizes the analysis writing strands together (i.-iv.).</li> <li>• 11.W.1 B.i. - Aligns to 2017 10.6g. This strand was moved into grade 11 based on the focus on analysis writing, which was formerly the focus for grade 10.</li> <li>• 11.W.1 B.ii. - Aligns to 2017 10.6i. This strand was moved into grade 11 based on the focus on analysis writing, which was formerly the focus for grade 10.</li> <li>• 11.W.1 B.iii. - Aligns to 2017 11.6c and 11.6d.</li> <li>• 11.W.1 B.iv. -Aligns to 2017 11.6c.</li> </ul>
--	--



	<ul style="list-style-type: none"> <li>• 11.W.1 C. - Aligns to 2017 11.6h and clarifies and expands on specific writing and language expectations that are appropriate for the workplace and/or post-secondary education.</li> <li>• 11.W.1 D. - Aligns to 11.6f. Develops flexibility in writing by producing shorter and longer pieces that adapt by audience and purpose when blending multiple forms of writing together. Provides a list of shorter and longer writing options.</li> <li>• 11.W.2-Organizes the strands together that impact the recursive writing process of planning, drafting, revising, and editing.</li> <li>• 11.W.2 A.i.-Aligns to 2017 11.6a and 11.6b.</li> <li>• 11.W.2 A.ii.- Aligns to 2017 11.6c.</li> <li>• 11.W.2 A.iii. - Aligns to 2017 11.6d and 11.6e.</li> <li>• 11.W.2 A.iv. - Aligns to 2017 11.6e. 11.W.2 A.v. -Aligns to 2017 11.6d.</li> <li>• 11.W.3- Focuses on the grade level expectations for usage and mechanics</li> <li>• 11.W.3 A. - Aligns to 11.6g.</li> <li>• 11.W.3 B. - Aligns to 2017 11.7. Specifically uses self- and peer-editing as part of the revision process and includes specific components students should include as part of their feedback to support editing and revising.</li> <li>• 11.W.3 C. - Aligns to 2017 11.7.</li> <li>• 11.W.3 D. - Aligns to 11.6h.</li> <li>• 11.LU.1.- Contains the grammar expectations for grade eleven</li> <li>• 11.LU.1 A. - Aligns to 2017 11.7b and clarifies the purpose of using verbal phrases when speaking and writing.</li> <li>• 11.LU.1 B. - Aligns to 2017 11.7a.</li> <li>• 11.LU.1 C. - Aligns to 11.7c and clarifies the purpose of using active and passive voice when speaking and writing.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• 11.LU.2- Contains the mechanics expectations for grade eleven</li> <li>• 11.LU.2 A. Aligns to 2017 11.7a and clarifies the roles for using a colon when writing.</li> <li>• 11.LU.2 B. - Aligns to 2017 11.8d and uses a style manual to apply rules for punctuation and formatting of direct quotes.</li> <li>• 11.C.1- Provides the specific skills needed for collaborative discussions to discuss grade eleven topics and texts.</li> <li>• 11.C.1 A.i. - Aligns to 2017 11.1e.</li> <li>• 11.C.1 A.ii. - Aligns to 2017 11.1c and provides additional clarification around how to work effectively with others.</li> <li>• 11.C.1 A.iii.- Aligns to 2017 11.1d.</li> <li>• 11.C.1 A.iv. - Aligns to 2017 11.1d.</li> <li>• 11.C.2- Explicitly states expectations to incorporate in formal and informal presentations and discussions</li> <li>• 11.C.2 A.i. - Aligns to 2017 11.1a.</li> <li>• 11.C.2 A.ii. - Aligns to 2017 11.1h.</li> <li>• 11.C.2 A.iii. - Aligns to 2017 11.1e.</li> <li>• 11.C.2 A.iv. - Aligns to 2017 11.1h and specifies examples of rhetorical devices to incorporate, as well as repetition and figurative language when delivering a message.</li> <li>• 11.C.2 A.v. - Aligns to 2017 11.1f and incorporates use of counter arguments and rebuttals as appropriate when anticipating counterclaims or opposing perspectives.</li> <li>• 11.C.2 A. vi. - Aligns to 2017 11.1g and 11.1i. Clarifies ways to evaluate the effectiveness of presentations, including addressing the strengths/ weaknesses in evidence and reasoning..</li> <li>• 11.C.3- Includes multimodal literacy skills needed for presentations and pieces</li> <li>• 11.C.3 A. - Aligns to 2017 11.1 and includes creating, publishing and delivering multimodal presentations and pieces that incorporate written and spoken components.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 11.C.3 B. - Aligns to 2017 11.1g and clarifies and specifies the multimodal literacy elements that can be included in an analysis.</li> <li>• 11.C.3 C. - Aligns to 2017 11.2f and specifies the purpose of incorporating multiple streams of simultaneous information.</li> <li>• 11.C.3 D. - Aligns to 2017 11.2b and 11.2g and incorporates ethical, purposeful, and strategic use of multimodal tools.</li> <li>• 11.C.4 - Clarifies how to examine, describe, analyze, and evaluate media messages</li> <li>• 11.C.4 A. - Aligns to 2017 11.2c and 11.2b. Specifies examples of print and digital publications that can be used when analyzing the viewpoint of publications.</li> <li>• 11.C.4 B. - Aligns to skills addressed in 2017 11.2d and 11.2e,</li> <li>• 11.C.4 C. - Aligns to 2017 11.2a, 11.2c, 11.2d, and 11.2e. Clarifies ways to analyze, compare, and contrast the content, intent, impact and effectiveness of verbal and visual media messages impact the audience.</li> <li>• 11.R.1- Focuses student research to use conceptually related texts when conducting research prompted by student interest</li> <li>• 11.R.1 B. - Aligns to 11.8a, 11.8b, and 11.8c.</li> <li>• 11.R.1 C. Aligns to 2017 11.8c. Specifies objectively evaluating primary and secondary sources while researching. Provides guidance on how to evaluate these sources.</li> <li>• 11.R.1 D. - Aligns to 2017 11.8b.</li> <li>• 11.R.1 F. - Aligns to 2017 11.8d and clarifies citing primary and secondary sources appropriately for quoted and paraphrased ideas.</li> <li>• 11.R.1 G. - Aligns to 2017 11.8e.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>11.R.1 H. - Aligns to 2017 11.8f. Includes ethical use of all sources, including the Internet, Artificial Intelligence, and new technologies as they develop.</li> </ul>
<b>Deletions from Grade 11 2017 SOL)</b>	<b>Additions to Grade 11 (2024 SOL)</b>
<ul style="list-style-type: none"> <li>11.2b. - Create media messages with a specific point of view.</li> <li>11.4. - Removed specific references to read, comprehend, and analyze American literature only. Now, the standard incorporates world, British, and American literature, with an emphasis on American literature.</li> <li>11.4 i – Analyze the use of dramatic conventions in American literature. [Incorporated into 11.RL.1.A. and 11.RL.1.B.]</li> </ul>	<ul style="list-style-type: none"> <li>11.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently</li> <li>11.DSR.1 A. - Addresses specific fluency skills that support reading comprehension, including self-monitoring when reading.</li> <li>11.DSR.1 D. -Regularly engages opportunities to read conceptually related texts through various reading experiences.</li> <li>11.RV.1.G. - Uses newly learned words and phrases in multiple contexts, including during discussions and speaking and writing activities.</li> <li>11.RI.2.B. - Examines how textual elements and organizations patterns contribute to meaning and the author’s purpose.</li> <li>11.LU.2.A. - Incorporates the correct use of commas, semi-colons, and colons when writing.</li> <li>11.LU.2.C. - Spells correctly, using reference materials as needed.</li> <li>11.C.1.v. - Accesses, evaluates critically, and uses information accurately to fulfill a task.</li> <li>11.C.1.vi. - Uses reflection to evaluate one’s own role in the group process in small-group activities.</li> <li>11.R.1.A. - Formulates and revises questions about a research topic, broadening or narrowing the inquiry as necessary.</li> <li>11.R.1.E. - Creates research products aligned with grade ten expectations of the reading and writing standards.</li> </ul>

## Grade 12 ELA *Standards of Learning* – 2024 Overview of Revisions

**Developing Skilled Readers and Building Reading Stamina:** *Developing and building the knowledge and comprehension skills needed to engage with text, think critically, and gain knowledge fluently and accurately through reading a range of challenging and complex texts. This strand has been newly added to the 2024 English Standards of Learning, and it serves as the bedrock for grade-level reading comprehension expectations and should be applied when students are reading, writing, collaborating, and researching.*

- Proficiently and fluently read and understand a variety of literary and informational texts in the grades 11-12 band.
- Read texts linked by subject and/or theme to build knowledge and apply what has been read to create authentic written and verbal responses supported by several pieces of evidence to support claims.
- Use reading strategies as appropriate with challenging sections of text to monitor comprehension.

**Reading and Vocabulary:** *Systematically building vocabulary breadth and depth through engaging in texts and participating in rich conversations. The Reading and Vocabulary strand highlights how word etymology, context clues, and cross-discipline vocabulary words impact reading comprehension.*

- Develop and apply academic language and content-specific vocabulary when reading, writing, and speaking in various grade ten texts or contexts.
- Analyze the nuances in the meaning of words with similar denotations.
- Interpret the meaning of figurative language and allusions by analyzing their purpose in texts.
- Use newly learned words and phrases in discussions and speaking and writing activities.

**Reading Literary Texts:** *Deepening and demonstrating comprehension in the understanding of complex literary texts, textual elements, structure, and themes. Grades 10-12 designate a specific literature focus. Grade 12 has a focus on British literature, but the bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of the grades. The Reading Literary Texts strand is organized into three categories: Key Ideas and Plot Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named “Reading Fiction.” The Key Ideas and Plot Details section contains the standards that directly address the literary elements (e.g., characterization, literary forms) that impact the plot and theme. The Craft and Style section contains the standards that address how the author’s choice of vocabulary, rhetorical devices, figurative language, and text organization and structure are used*

*to convey a message. The Integration of Concepts section contains the standards that address how interactions between characters, events, and settings influence the text.*

- Analyze and evaluate how dramatic conventions contribute to the theme in plays from various cultures.
- Describe how complex characters are developed and revealed through their interactions with other characters and advance the plot.
- Evaluate how author's use figurative language in prose and poetry contribute how a reader understands the subject, form, mood, and theme.
- Compare and contrast traditional and contemporary texts with an emphasis on poetry that have similar characteristics from various cultures.

**Reading Informational Texts:** *Deepening and demonstrating comprehension in the understanding of complex informational text, textual elements, structures, and purposes. The Reading Informational Texts strand is organized into three categories: Modes and Purposes for Writing, Organization and Composition, and Integration of Concepts. This strand was formerly named "Reading Nonfiction."*

- Interpret and complete an application for employment or college admission, and summarize the purpose of workplace or technical documents.
- Evaluate the relevance and overall quality of an author's argument through supporting evidence or challenging them with other information.
- Analyze how an author organizes an analysis and utilizes specific word choices to impact the meaning.
- Analyze multiple texts with differing perspectives on the same topic by evaluating their claims, reasons, evidence, and connections to other works or historical events.

**Writing:** *Composing a variety of writings for diverse audiences and purposes. Grades 9-12 ask students to write in various form and designate a writing focus that contain the standards unique to the writing mode. In grade 11, students will focus on technical writing. The Writing strand has been organized into four categories: Modes and Purposes for Writing, Organization and Composition, and Usage and Mechanics (3-12). The Modes and Purposes for Writing section contains strands and skills associated with writing narratives, expository texts, persuasively about topics or texts, and reflectively in response to text(s). The Organization and Composition section contains the skills associated with skills that are a part of the recursive writing process, such as planning, drafting, revising, and editing when writing multi-paragraph texts. The Usage and Mechanics section contains the skills specifically*

*addressed when revising and editing. In 2017, Grammar and Usage were a part of the Writing strand, and it has been moved to Language Usage in 2024.*

- Write for a variety of purposes and audiences with a specific emphasis on technical writing. Align the composition's organization accordingly based on the mode and purpose of writing.
- Write to describe personal qualifications for potential occupational or educational opportunities that align with the style, language, and audience expectations for the workplace and/or post-secondary education.
- Generate technical writing to address specific audiences with an intended purpose.
- Self-and-peer-edit for the purpose of revising writing to provide meaningful feedback.

**Language Usage:** *Developing and using the conventions of Standard English when speaking and writing as appropriate for the context. These standards house the grade level expectations for grammar and usage when applied to speaking and writing. These standards grow in content and rigor across the grade levels. This strand was formerly a part of the Writing strand.*

- Use clauses to create sentence variety, add interest, and enhance meaning and purpose when speaking and writing.
- Spell correctly, using reference materials as appropriate.

**Communication and Multimodal Literacies:** *Developing effective oral communication and collaboration skills. The Communication and Multimodal Literacies strand is now organized into four categories: Communication, Listening, and Collaboration, Speaking and Presentation of Ideas, Integrating Multimodal Literacies, and Examining Media Messages.*

- Facilitate and contribute to collaborative discussions thoughtfully by asking clarifying questions, communicating agreement and tactful disagreement, and valuing the contributions of others.
- Use rhetorical techniques, repetition, and figurative language to deliver a message.
- Monitor audience engagement and adjust delivery accordingly.
- Create and deliver multimodal presentations and pieces for varying audience and purposes.
- Analyze and evaluate how the media uses symbolism, imagery, metaphor, and bias to impact the message.

**Research:** *Conducting research and reading conceptually related texts for a variety of purposes. The Research strand has been organized into one category: Evaluation and Synthesis of Information. Students are encouraged to formulate questions, evaluate the validity of their research from multiple sources, and apply it in their writing and/or responses.*

- Formulate and revise research questions to broaden or narrow the topic as needed.
- Synthesize the evidence from multiple sources to support claims and address counterclaims.
- Create research products aligned to the grade eleven reading and writing standards.
- Demonstrate ethical use of the internet, including new technologies as they develop



## Comparison of Grade 12 English *Standards of Learning*- 2017 to 2024

Foundations for Reading (FFR)	
Grade Twelve 2017 <i>Standards of Learning</i>	Grade Twelve 2024 <i>Standards of Learning</i>
N/A	See Kindergarten through grade five for the Foundations for Reading standards.

Developing Skilled Readers and Building Reading Stamina (DSR)	
Grade Twelve 2017 <i>Standards of Learning</i>	Grade Twelve 2024 <i>Standards of Learning</i>
<p>12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.</p> <p style="padding-left: 40px;">c) Compare/contrast details in literary and informational nonfiction texts.</p> <p style="padding-left: 40px;">h) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).</p> <p>12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.</p> <p style="padding-left: 40px;">a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).</p>	<p><b>12.DSR. The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.</b></p> <p style="padding-left: 40px;">A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary <b>(Reading Fluency, K-12)</b>.</p> <p style="padding-left: 40px;">B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). <b>(Text Complexity, 2-12)</b>.</p> <p style="padding-left: 40px;">C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level</p>

	<p>complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located <b>(Textual Evidence, K-12).</b></p> <p>D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning. <b>(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).</b></p> <p>E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others <b>(Reading Strategies, 3-12).</b></p> <p><b>*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.</b></p>
--	---

Reading and Vocabulary (RV)	
Grade Twelve 2017 <i>Standards of Learning</i>	Grade Twelve 2024 <i>Standards of Learning</i>
12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	<p><b>12.RV The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.</b></p> <p><b>12.RV.1 Vocabulary Development and Word Analysis</b></p>

<p>a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.</p> <p>b) Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>c) Discriminate between connotative and denotative meanings and interpret the connotation.</p> <p>d) Explain the meaning of common idioms, and literary and classical allusions in text.</p> <p>e) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p>	<p>A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>B. Use context and sentence structure to clarify the meanings of words and phrases.</p> <p>C. Use structural analysis of roots, affixes, and etymology to understand the meanings of unfamiliar and complex words.</p> <p>D. Analyze the nuances in the meaning of words with similar denotations (e.g., assertive, aggressive, domineering).</p> <p>E. Explain and analyze idiomatic language in context.</p> <p>F. Interpret the meaning of figurative language and literary and classical allusions and analyze their role in texts.</p> <p>G. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p>
--	---

Reading Literary Text (RL)	
Grade Twelve 2017 <i>Standards of Learning</i>	Grade Twelve 2024 <i>Standards of Learning</i>
<p>12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.</p> <p>a) Compare and contrast the development of British literature in its historical context.</p> <p>b) Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.</p> <p>c) Compare/contrast details in literary and informational nonfiction texts.</p> <p>d) Interpret the social and cultural function of British literature.</p>	<p><b>12.RL. The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.</b></p> <p><b>12.RL.1 Key Ideas and Plot Details</b></p> <p>A. 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,</p>

e) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.

f) Compare and contrast traditional and contemporary poems from many cultures.

g) Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.

h) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

plays, novels, essays, and literary nonfiction) of different eras.

B. 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.

C. Analyze how complex characters-those with multiple or conflicting motivations-develop over the course of texts, interact with other characters, and advance the plot.

D. 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.

### **12.RL.2 Craft and Style**

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.

B. Interpret and analyze how authors create intended effects using diction and impact the tone and mood of the story, play, or poem.

C. Evaluate the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied.

### **12.RL.3 Integration of Concepts**

A. 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.

	<p>B. 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.</p> <p>C. Analyze how authors’ attitudes, viewpoints, and beliefs reflect larger historical, social, or cultural contexts.</p>
--	--

Reading Informational Texts (RI)	
Grade Twelve 2017 <i>Standards of Learning</i>	Grade Twelve 2024 <i>Standards of Learning</i>
<p>12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.</p> <p>a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).</p> <p>b) Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.</p> <p>c) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.</p> <p>d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.</p> <p>e) Analyze false premises claims, counterclaims, and other evidence in persuasive writing.</p>	<p><b>12.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.</b></p> <p><b>12.RI.1 Key Ideas and Confirming Details</b></p> <p>A. Interpret and complete an application for employment or college admission, and summarize the intent, main ideas, and purpose of the workplace or technical documents.</p> <p>B. Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including how the structure advances their point of view.</p> <p>C. Analyze the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false premises or unsupported claims.</p> <p><b>12.RI.2 Craft and Style</b></p> <p>A. Analyze text structures to discern how they affect the meaning and message of informational and technical</p>

	<p>writing and how their text structures differ from those in narrative texts.</p> <p>B. Analyze the cumulative impact of specific word choices on meaning, author’s attitude toward the subject, and mood.</p> <p><b>12.RI.3 Integration of Concepts</b></p> <p>A. Evaluate texts with differing points of view on the same or similar events or issues by assessing claims, reasoning, evidence, and connections to other works or historical events.</p> <p>B. Analyze how the author organizes an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
--	--

<b>Foundations for Writing</b>	
<b>Grade Twelve 2017 <i>Standards of Learning</i></b>	<b>Grade Twelve 2024 <i>Standards of Learning</i></b>
N/A	<b>See Kindergarten through Grade 5 for Foundations for Writing</b>

<b>Writing (W)</b>	
<b>Grade Twelve 2017 <i>Standards of Learning</i></b>	<b>Grade Twelve 2024 <i>Standards of Learning</i></b>
12.6 The student will write in a variety of forms to include persuasive/argumentative-reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.	<p><b>12.W. The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.</b></p> <p><b>12.W.1 Modes and Purposes for Writing</b></p>

- a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
- b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
- c) Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.
- d) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- e) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
- f) Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.
- g) Revise writing for clarity of content, depth of information, and technique of presentation.
- h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.
- i) Write to clearly describe personal qualifications for potential occupational or educational opportunities.

- A. Write extended pieces that:
  - i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
  - ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.
  - iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
  - iv. Provide a concluding section that follows from the information or explanation presented.
- B. Write technical pieces that:
  - i. Describe personal qualifications for potential occupational or educational opportunities.
  - ii. Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
  - iii. Generate technical writing (e.g., job description, questionnaire, job application, or business communication) that clearly address specific audiences with identified purposes.
- C. Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

## 12.W.2 Organization and Composition

	<p>A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:</p> <ul style="list-style-type: none"> <li>i. Composing a thesis statement that clearly communicates the writer’s position or assertion.</li> <li>ii. Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.</li> <li>iii. Selecting appropriate evidence from multiple texts to clarify ideas, illustrate a counterargument, and/or strengthen a thesis in writing.</li> <li>iv. Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.</li> <li>v. Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.</li> <li>vi. Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.</li> </ul> <p><b>12.W.3 Usage and Mechanics</b></p> <ul style="list-style-type: none"> <li>A. Revise writing for clarity of content, accuracy, and depth of information.</li> <li>B. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.</li> <li>C. Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)</li> <li>D. Write and revise to a standard acceptable both in the workplace and in postsecondary education.</li> </ul>
--	--



--	--

Language Usage (LU)	
Grade Twelve 2017 <i>Standards of Learning</i>	Grade Twelve 2024 <i>Standards of Learning</i>
<p>12.7 The student will self- and peer-edit writing for Standard English.</p> <p>a) Use complex sentence structure to infuse sentence variety in writing.</p> <p>b) Edit, proofread, and prepare writing for intended audience and purpose.</p> <p>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.</p>	<p><b>12.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</b></p> <p><b>12.LU.1 Grammar</b></p> <p>A. Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.</p> <p><b>12.LU.2 Mechanics</b></p> <p>A. Apply 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 in writing.</p> <p>B. Spell correctly, consulting reference materials to check as needed.</p>

Communications (C)	
Grade Twelve 2017 <i>Standards of Learning</i>	Grade Twelve 2024 <i>Standards of Learning</i>

<p>12.1 The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.</p> <ul style="list-style-type: none"> <li>a) Select and effectively use multimodal tools to design and develop presentation content.</li> <li>b) Credit information sources.</li> <li>c) Demonstrate the ability to work collaboratively with diverse teams.</li> <li>d) Anticipate and address alternative or opposing perspectives and counterclaims.</li> <li>e) Evaluate the various techniques used to construct arguments in multimodal presentations.</li> <li>f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</li> <li>g) Critique effectiveness of multimodal presentations.</li> </ul> <p>12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.</p> <ul style="list-style-type: none"> <li>a) Describe possible cause and effect relationships between mass media coverage and public opinion trends.</li> <li>b) Evaluate media sources for relationships between intent and factual content.</li> <li>c) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).</li> <li>d) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.</li> </ul>	<p><b>12.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</b></p> <p><b>12.C.1 Communication, Listening, and Collaboration</b></p> <ul style="list-style-type: none"> <li>A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes: <ul style="list-style-type: none"> <li>i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.</li> <li>ii. Responding thoughtfully and tactfully with evidence to diverse perspectives.</li> <li>iii. Summarizing points of agreement and disagreement.</li> <li>iv. Selecting and applying multimodal tools to design and develop presentation content appropriate for topic and purpose.</li> <li>v. Evaluating the content of presentations, including introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.</li> <li>vi. Using reflection to evaluate one's own role in the group process in small group activities.</li> </ul> </li> </ul> <p><b>12.C.2 Speaking and Presentation of Ideas</b></p> <ul style="list-style-type: none"> <li>A. Report orally on a topic or text or present an opinion. This includes: <ul style="list-style-type: none"> <li>i. Selecting the modes and purposes for presentations and synthesizing multiple streams of information.</li> <li>ii. Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting.</li> <li>iii. Incorporating various rhetorical devices to enhance purpose and strengthening clarity of ideas.</li> </ul> </li> </ul>
--	---

<p>e) Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.</p> <p>f) Manage, analyze, and synthesize multiple streams of simultaneous information.</p> <p>g) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.</p>	<p>iv. Anticipating and addressing alternative or opposing perspectives and counterclaims and rebuttals, as appropriate.</p> <p>v. Monitoring audience engagement effectively and adjusting delivery accordingly during presentations.</p> <p>vi. Evaluating the content and effectiveness of one's presentations, including the introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.</p> <p>B. Memorize and recite an excerpt or monologue from a dramatic work portraying the emotions and motivations of the character through voice and body language that conveys the intended tone and mood of the selection.</p> <p><b>12.C.3 Integrating Multimodal Literacies</b></p> <p>A. Create and deliver planned, multimodal, interactive presentations collaboratively and individually for a variety of purposes and audiences.</p> <p>B. Examine multimodal sources' claims, arguments, ideas, and any point of personal bias by evaluating them for reliability and relevance to serve as credible supporting evidence.</p> <p>C. Synthesize multiple streams of information on the same or similar topic to create a summary or formulate a position.</p> <p>D. Organize information to create media messages with visual, audio, and graphic components to convey meaning.</p> <p>E. Provide appropriate citation of all content from external sources.</p>
---	--

	<p><b>12.C.4 Examining Media Messages</b></p> <ul style="list-style-type: none"> <li>A. Defend hypotheses about an author’s underlying values, viewpoints, and purposes and reflect on how they shape the content.</li> <li>B. Analyze and critique the effectiveness of media messages by evaluating the purpose, evidence, and clarity for specific purposes with targeted audiences.</li> <li>C. Analyze and evaluate how the media's use of symbolism, imagery, metaphor, and bias impacts the message.</li> <li>D. Explain and analyze how values and viewpoints are included or excluded and how media influences beliefs, interpretations, and behaviors.</li> <li>E. Analyze media to determine the cause-and-effect relationship(s) between media coverage and public opinion trends.</li> </ul>
--	---

<b>Research (R)</b>	
<b>Grade Twelve 2017 <i>Standards of Learning</i></b>	<b>Grade Twelve 2024 <i>Standards of Learning</i></b>
<p>12.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.</p> <ul style="list-style-type: none"> <li>a) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.</li> <li>b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.</li> <li>c) Critically evaluate the accuracy, quality, and validity of the information.</li> </ul>	<p><b>12.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.</b></p> <p><b>12.R.1 Evaluation and Synthesis of Information</b></p> <ul style="list-style-type: none"> <li>A. Formulate and revise questions about a research topic broadening or narrowing the inquiry as necessary.</li> <li>B. Gather and organize information from various sources.</li> <li>C. Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations;</li> </ul>

<p>d) 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).</p> <p>e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p> <p>f) Demonstrate ethical use of the Internet.</p>	<p>that includes identifying the main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.</p> <p>D. Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.</p> <p>E. Create research products aligned with the demands of the reading and writing standards.</p> <p>F. Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).</p> <p>G. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p> <p>H. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.</p>
---	--

Grade 12 (2017 SOL to 2024 SOL Numbering)	Parameter Changes/Clarifications (2024 SOL)
<ul style="list-style-type: none"> <li>• 12.1—&gt;12.C.1, 12.C.2, 12.C.3</li> <li>• 12.2—&gt;12.C.4</li> <li>• 12.3—&gt;12.RV.1</li> <li>• 12.4—&gt;12.DSR, 12.RL.1, 12.RL.2, 12.RL.3</li> <li>• 12.5—&gt;12.DSR, 12.RI.1, 12.RI.2, 12.RI.3</li> <li>• 12.6—&gt; 12.W.1, 12.W.2, 12.W.3</li> <li>• 12.7—&gt; 12.W.3, 12.LU.1, 12.LU.2</li> <li>• 12.8—&gt; 12.112.R.1</li> </ul>	<ul style="list-style-type: none"> <li>• 12.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently</li> <li>• 12.DSR.1. B. - Combines 2017 12.4 and 12.5 to demonstrate comprehension when reading both literary and informational texts at the grades 11-12 band.</li> <li>• 12.DSR.1. C. - Aligns to 2017 12.4h and 12.5a. Applies comprehension of what is read through discussion and/or writing by providing textual evidence utilizing skills such as supporting claims, making inferences, and drawing conclusions.</li> <li>• 12.RV.1- Specifies connection to word knowledge for grade twelve content and texts</li> <li>• 12.RV.1 A. - Aligns with 2017 12.3e and enhances the integration of academic and content vocabulary when listening, reading, and discussing grade twelve texts and topics.</li> <li>• 12.RV.1 B. - Aligns with skills associated with 2017 12.3b.</li> <li>• 12.RV.1 C. - Aligns with 2017 12.3a and includes etymology to help clarify the meanings of unfamiliar and complex words.</li> <li>• 12.RV.1 D. - Aligns with skills associated with 2017 12.3c and includes examples of words with similar denotations.</li> <li>• 12.RV.1 E. - Aligns with 2017 12.3d.</li> <li>• 12.RV.1 F. - Aligns with 2017 12.3d and includes both the impact of figurative language and literary and classical allusions in textual analysis.</li> <li>• 12.RL.1- Focuses on reading comprehension of various literary texts associated with grade twelve</li> </ul>

	<ul style="list-style-type: none"> <li>• 12.RL.1 A. -Aligns with 2017 12.4a, 12.4b, and 12.4c. Addresses specific universal themes prevalent in British literature.</li> <li>• 12.RL.1 B. - Aligns with 2017 12.4b and clarifies various text structures to contribute to the development of plot and setting.</li> <li>• 12.RL.1 C. - Aligns with 2017 12.4g and specifies examples of dramatic conventions to include when analyzing their effect in plays from various cultures.</li> <li>• 12.RL.2- Focuses on the author’s literary craft and style</li> <li>• 12.RL.2 A. - Aligns with 2017 12.4b and specifies the evaluation of figurative language in poetry and prose.</li> <li>• 12.RL.2 B. - Aligns with 2017 12.4e, 12.4f, and 12.4g. Extends analyzing the effects of diction, tone, and mood to stories, plays, and poems.</li> <li>• 12.RL.2 C. - Aligns with 2017 12.4h and incorporates how the use of satire, irony, sarcasm, and understatement can impact what is implied or stated in a text.</li> <li>• 12.RL.3- Provides explicit skills students will engage in when describing and analyzing elements of stories, poetry, or drama when engaging with multiple texts.</li> <li>• 12.RL.3 A. - Aligns with 2017 12.4a, 12.4c, and 12.4f.</li> <li>• 12.RL.3 B. - Aligns with 2017 12.4b and clarifies the use of traditional and contemporary texts with an emphasis on poetry with similar themes for comparing and contrasting text from various cultures.</li> <li>• 12.RL.3 C. - Aligns 2017 12.4d and specifies an analysis of how authors’ beliefs and viewpoints can represent larger historical, social, or cultural context.</li> <li>• 12.RI.1- Focuses on reading comprehension of complex information texts associated with grade twelve</li> <li>• 12.RI.1 B. - Aligns with 2017 12.5a and 12.5b. Specifies the types of texts to use when analyzing the effectiveness</li> </ul>
--	---

	<p>of structure (e.g., how the structure in expository and argumentative writing differs from narrative texts).</p> <ul style="list-style-type: none"> <li>• 12.RI.1 C. - Combines 2017 12.5b, 12.5c, and 12.5e and provides clarity around ways to analyze an argument and claims in texts.</li> <li>• 12.RI.2- Focuses on the author’s informational craft and style by enhancing the rigor</li> <li>• 12.RI.2 A. - Aligns with 2017 12.5c and specifies the types of texts to compare when analyzing textual structures.</li> <li>• 12.RI.3- Showcases how multiple texts and viewpoints can be compared and evaluated</li> <li>• 12.RI.3 A. - Aligns with 2017 12.5c. Provides specific ways to evaluate similar or different perspectives in texts when comparing them to other comparing them to other texts or historical events.</li> <li>• 12.RI.3 B. - Aligns with 2017 12.c. Clarifies ways to analyze how an author organizes an analysis, series of ideas, or events.</li> <li>• 12.W.1- Focuses on technical writing</li> <li>• 12.W.1 A.i. - Aligns with 2017 12.6a.</li> <li>• 12.W.1 A.ii. - Aligns with 2017 12.6a.</li> <li>• 12.W.1 A. iii. - Aligns with 2017 12.6b.</li> <li>• 12.W.1 A.iv. - Aligns with 2017 12.6b.</li> <li>• 12.W.1 B. - Organizes the technical writing strands together (i.-iii.).</li> <li>• 12.W.1 B.i. - Aligns with 2017 12.6h and 12.6i.</li> <li>• 12.W.1 B.ii. - Aligns with 2017 12.6a, 12.6h, and 12.6i.</li> <li>• 12.W.1 C. - Aligns with 2017 12.6d. Develops flexibility in writing by producing shorter and longer pieces that adapt by audience and purpose when blending multiple forms of writing together. Provides a list of shorter and longer writing options.</li> </ul>
--	--



	<ul style="list-style-type: none"> <li>• 12.W.2-Organizes the strands together that impact the recursive writing process of planning, drafting, revising, and editing.</li> <li>• 12.W.2 A.i. - Aligns with 2017 12.6b and includes composing an assertion or a position.</li> <li>• 12.W.2 A. ii. - Aligns with 2017 12.6a, 12.6c, and 12.6f.</li> <li>• 12.W.2 A. iii. - Aligns with 2017 12.6c and 12.6e.</li> <li>• 12.W.2 A.iv.- Aligns with 2017 12.6e.</li> <li>• 12.W.2 A.v. - Aligns with 12.6d.</li> <li>• 12.W.2 A.vi. - Aligns with 12.6e, 12.6f, and 12.6g. Clarifies how to elaborate ideas clearly and effectively when writing.</li> <li>• 12.W.3- Focuses on the grade level expectations for usage and mechanics</li> <li>• 12.W.3 A. - Aligns with 2017 12.6g.</li> <li>• 12.W.3 B. - Aligns with 12.6g. Specifically uses self- and peer-editing as part of the revision process and includes specific components students should include as part of their feedback to support editing and revising.</li> <li>• 12.W.3 C. - Aligns with 2017 12.6g, 12.6h, and 12.7b.</li> <li>• 12.W.3 D. - Aligns with 2017 12.6h.</li> <li>• 12.LU.1.- Contains the grammar expectations for grade twelve</li> <li>• 12.LU.1 A. - Aligns to 2017 12.7a and specifies the types of varies clauses and their effect when speaking and writing.</li> <li>• 12.LU.2- Contains the mechanics expectations for grade eleven</li> <li>• 12.LU.2 A. - Aligns to 2017 12.7a and uses a style manual to apply rules for punctuation and formatting of direct quotes.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 12.C.1- Provides the specific skills needed for collaborative discussions to discuss grade twelve topics and texts.</li> <li>• 12.C.1 A.i.-Aligns to 2017 12.1f.</li> <li>• 12.C.1 A.ii.-Aligns to 2017 12.1c.</li> <li>• 12.C.1 A.iv. - Aligns to 2017 12.1a and includes developing presentation content that is appropriate for the topic and purpose.</li> <li>• 12.C.1 A.v. - Aligns to 2017 12.1e and 12.1g. Specifies examples of how to evaluate the content of presentations.</li> <li>• 12.C.2- Explicitly states expectations when presenting on a topic or text or an opinion.</li> <li>• 12.C.2 A.i. -Aligns to 2017 12.1a.</li> <li>• 12.C.2 A.iii. - Aligns with 12.1e and details the purpose for using rhetorical devices when speaking.</li> <li>• 12.C.2 A.iv. - Aligns with 2017 12.1d and incorporates use of counter arguments and rebuttals as appropriate when anticipating counterclaims or opposing perspectives.</li> <li>• 12.C.2 A. vi. - Aligns with 2017 12.1g and clarifies ways to evaluate the effectiveness of presentations, including addressing the strengths/ weaknesses in evidence and reasoning.</li> <li>• 12.C.3- Includes multimodal literacy skills needed for presentations and pieces</li> <li>• 12.C.3 A. - Aligns with 2017 12.1 and specifies creating and delivering presentations both collaboratively and individually for various purposes and audiences.</li> <li>• 12.C.3 C. - Aligns with 2017 12.2f and specifies the purpose for synthesizing multiple streams of information on a similar topic.</li> <li>• 12.C.3 E. - Aligns with 2017 12.1b and 12.2g.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 12.C.4- Clarifies how to examine, describe, analyze, and evaluate media messages</li> <li>• 12.C.4 A. - Aligns to 2017 12.2c and 12.2d.</li> <li>• 12.C.4 B. - Aligns to 2017 12.1g.</li> <li>• 12.C.4 D. - Aligns to 2017 12.2d.</li> <li>• 12.C.4 E. - Aligns to 2017 12.2a and 12.2e.</li> <li>• 12.R.1- Focuses student research to use conceptually related texts when conducting research prompted by student interest</li> <li>• 12.R.1 B. - Aligns with 2017 12.8b.</li> <li>• 12.R.1 C. Aligns with 2017 12.8c and specifies objectively evaluating primary and secondary sources while researching. Provides guidance on how to evaluate these sources.</li> <li>• 12.R.1 D. - Aligns with 2017 12.8a.</li> <li>• 12.R.1 F. - Aligns with 2017 12.8d and 12.8e.</li> <li>• 12.R.1 G. - Aligns with 2017 12.8e.</li> <li>• 12.R.1 H. - Aligns with 2017 12.8f and includes ethical use of all sources, including the Internet, Artificial Intelligence, and new technologies as they develop.</li> </ul>
<b>Deletions from Grade 12 2017 SOL)</b>	<b>Additions to Grade 12 (2024 SOL)</b>
<ul style="list-style-type: none"> <li>• 12.4. - Removed specific references to read, comprehend, and analyze only British literature; incorporated world, British, and American literature, with an emphasis on British literature.</li> <li>• 12.5d. - Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text. [Moved to 11.RI.2.C].</li> </ul>	<ul style="list-style-type: none"> <li>• 12.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently</li> <li>• 12.DSR.1 A. - Addresses specific fluency skills that support reading comprehension, including self-monitoring when reading.</li> <li>• 12.DSR.1 D. -Engages regularly opportunities to read conceptually related texts through various reading experiences.</li> <li>• 12.DSR.1 E. - Uses reading strategies effectively when encountering a challenging section of text. Specifies reading strategies that could be used.</li> </ul>

	<ul style="list-style-type: none"> <li>• 12.RV.1.G. - Uses newly learned words and phrases in multiple contexts, including during discussions and speaking and writing activities.</li> <li>• 12.RL.1.C. - Analyzes how complex characters develop over the course of texts, interact with other characters, and advance the plot.</li> <li>• 12.RI.1.A. - Interprets and completes an application for employment or college admission, and summarizes features of workplace or technical documents.</li> <li>• 12.RI.2.B. - Analyzes the impact of specific word choices on meaning, author’s attitude toward a subject, and mood.</li> <li>• 12.W.1.B.iii. - Creates technical writing for specific audiences and purposes.</li> <li>• 12.LU.2.B. - Spells correctly, using reference materials as needed.</li> <li>• 12.C.1.A.iii. - Summarizes points of agreement and disagreement.</li> <li>• 12.C.1.A.vi. - Evaluates one’s own role in the group process in small group activities.</li> <li>• 12.C.2.A.2.i. - Chooses appropriate language, vocabulary, and tone for the specific topic, purpose, context, and audience when speaking and writing.</li> <li>• 12.C.2.A.2.v. - Monitors the audience engagement effectively and adjusts the delivery accordingly.</li> <li>• 12.C.2.B. - Memorizes and recites an excerpt or monologue from a dramatic work portraying the emotions and motivations of the character through voice and body language that reflects the appropriate tone and voice for the selection.</li> <li>• 12.C.3.B. - Examines claims, arguments, ideas, and personal bias in multimodal sources and evaluate their reliability and bias.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• 12.C.3.D. - Organizes information to create media messages with visual, audio, and graphic components that create meaning.</li> <li>• 12.C.4.C. - Analyzes and evaluates how media uses symbolism, imagery, metaphor, and bias that can impact the message.</li> <li>• 12.R.1.A. - Formulates and revises questions about a research topic, broadening or narrowing the inquiry as necessary.</li> <li>• 12.R.1.E. - Creates research products aligned with grade ten expectations of the reading and writing standards.</li> </ul>
--	--