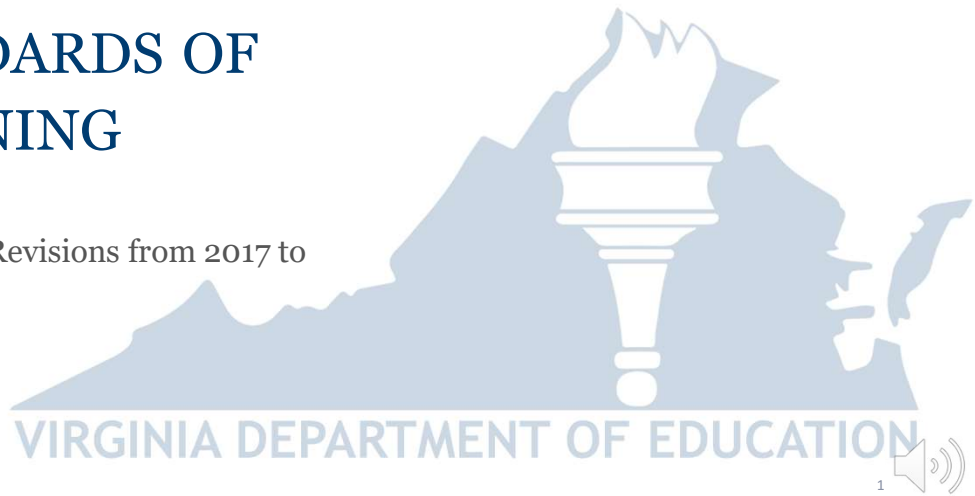


# 2024 ENGLISH STANDARDS OF LEARNING

Grade 1

Overview of Revisions from 2017 to  
2024



Welcome to the Grade 1 Overview of Revisions to the English Standards of Learning from 2017 to 2024.

It would be helpful to have a copy of the Grade 1 – Crosswalk (Summary of Revisions) and a copy of the 2024 Grade 1 English Standards of Learning for this PowerPoint.

## PURPOSE

- Overview of the 2024 *English Standards of Learning*
- Highlight the changes in the structure and content between the 2017 and 2024 *English Standards of Learning*



The purpose of this PowerPoint is to provide an overview of the changes in both the structure and the content of the 2024 English Standards of Learning

## AGENDA

- Implementation Timeline
- Resources Currently Available
  - Standards
  - Crosswalk (Summary of Revisions)
- Comparison of 2017 to 2024 Standards
  - Strands
  - Content



The agenda for today is to share the implementation timeline for the 2024 English Standards of Learning.

Share the resources that are currently available as support. These resources include the 2024 English Standards of Learning, along with the Crosswalk Document that contains the Summary of Revisions for each grade level.

We will also compare the strands and content of the 2017 and the 2024 English Standards of Learning.

## IMPLEMENTATION TIMELINE

### 2024 Spring

VDOE staff and teams of teachers and specialists develop and provide support documents around the 2024 Standards, including a crosswalk between the 2017 and 2024 Standards and an Understanding the Standards document for each grade level K-12.

### 2024 Summer

VDOE staff will support divisions with professional learning through symposiums across the Commonwealth.

### 2024-2025 School Year

Instruction aligns fully to the 2024 *English Standards of Learning*. The VDOE continues to develop resources aligned to the 2024 *English Standards of Learning* and provide professional learning opportunities to school divisions.



In the spring of 2024 VDOE staff is partnering with teams of teachers and specialists to develop and provide support documents, such as this powerpoint, around the 2024 English Standards of Learning. The goal of these documents is to provide clarity around the revisions and highlight the changes between the 2017 and 2024 standards.

In the summer of 2024 VDOE staff will support divisions with professional learning through symposiums across the Commonwealth.

In the 2024-2025 school year, instruction will align fully to the 2024 English Standards of Learning and the VDOE will continue to develop resources to support divisions and teachers with implementation. This roll out is done purposefully to align with the Virginia Literacy Act of 2022.

## 2024 SOL NOTABLE CHANGES

- Highlighted and provided clarity on the expectations for foundational literacy skills.
- Addition of the Developing Skilled Readers and Building Reading Stamina Strand.
- Provided clarity for grade level expectations around text complexity.
- Ensured coherence within a grade level between the strands, and vertically across grade levels.



The standards revisions focused on providing clarity for grade level expectations within the different aspects of literacy development.

There was an increased emphasis on foundational literacy skills in addition to providing clarity for student expectations at each grade level. This will provide alignment with the requirements of the Virginia Literacy Act.

The 2024 English Standards of Learning provide a comprehensive progression of the content, ensuring developmental appropriateness, increasing support for teachers, clarifying expectations both for teaching and for student learning, and providing connections between the strands in a grade level, as well as how grade level skills build on one another.

## OVERVIEW OF REVISIONS TO THE STRANDS

2017	2024
Strands	Strands
Communications	Foundations for Reading
Reading	Developing Skilled Readers & Building Reading Stamina
Writing	Reading and Vocabulary
Research	Reading Literary Text
	Reading Informational Text
	Foundations for Writing
	Writing
	Language Usage
	Communications
	Research

The 2024 English Standards of Learning changed the number of strands in Kindergarten, from four in 2017 to ten in 2024. This restructuring of strands was done purposefully to provide additional support and clarity around the skills necessary for students to become strategic readers and writers.

## STRANDS AND SUB STRANDS FOR THE 2024 *ENGLISH STANDARDS OF LEARNING*

<b>Foundations for Reading</b>	<ul style="list-style-type: none"> <li>•Print Concepts</li> <li>•Phonological and Phonemic Awareness</li> <li>•Phonics and Word Analysis</li> </ul>
<b>Developing Skilled Readers and Building Reading Stamina</b>	<ul style="list-style-type: none"> <li>•Text Complexity</li> <li>•Fluency</li> <li>•Reading Strategies</li> </ul>
<b>Reading and Vocabulary</b>	<ul style="list-style-type: none"> <li>•Vocabulary Development and Word Analysis</li> </ul>
<b>Reading Literary Text</b>	<ul style="list-style-type: none"> <li>•Key Ideas and Plot Details</li> <li>•Craft and Style</li> <li>•Integration of Concepts</li> </ul>
<b>Reading Informational Text</b>	<ul style="list-style-type: none"> <li>•Key Ideas and Confirming Details</li> <li>•Craft and Style</li> <li>•Integration of Concepts</li> </ul>
<b>Foundations for Writing</b>	<ul style="list-style-type: none"> <li>•Handwriting</li> <li>•Spelling</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>•Modes and Purposes for Writing</li> <li>•Organization and Composition</li> <li>•Usage and Mechanics</li> </ul>
<b>Language Usage</b>	<ul style="list-style-type: none"> <li>•Grammar</li> <li>•Mechanics</li> </ul>
<b>Communication and Multimodal Literacies</b>	<ul style="list-style-type: none"> <li>•Communication, Listening, and Collaboration</li> <li>•Speaking and Presentation of Ideas</li> <li>•Integrating Multimodal Literacies</li> <li>•Examining Media Messages</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>•Evaluation and Synthesis of Information</li> </ul>

Each of the 10 strands in the 2024 English Standards of Learning, has sub-strands. The sub-strands work as a support by grouping common standards together and providing clarity on what skills and strategies are needed at each grade level.

Some of the strands and sub-strands are specific to a certain grade or grade band. For example, in the Foundations of Reading Strand in Kindergarten, there is a sub-strand for Print Concepts. This sub-strand is in specific to Kindergarten because that is the grade level where those skills are the focus.

## HOW TO READ THE 2024 *ENGLISH STANDARDS OF LEARNING*

- Strand

- Sub Strand

- Standard
    - Standard

- Sub Strand

- Standard
    - Standard
    - Standard

### **1.RI- Reading Informational Text**

#### **1.RI.1 Key Ideas and Confirming Details**

- 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.
- Explain the difference between facts and opinions in a text.

#### **1.RI.2 Craft and Style**

- Identify and use common text features to gain information, table of contents, headings, bolded words, pictures, captions, and diagrams.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

#### **1.RI.3 Integration of Concepts**

- Identify basic similarities in and differences between two texts on the same topic.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.



When reading the 2024 English Standards of Learning, you will first see the strand name, followed by a number that corresponds to the sub-strand, then a letter to indicate each standard.

For example, in the Reading Information Text strand in First Grade there are three sub-stands; Key Ideas and Confirming Details, Craft and Style, and Integration of Concepts. Under each sub-strand, are the standards themselves.

This restructuring of the standards, allows teachers to focus on the grade level expectation for each strand and sub-strand, and to easily see how the standards build across grade levels.



<p><b>Grade 1 (2017 SOL to 2024 SOL Numbering)</b></p> <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>	<p><b>Parameter Changes/Clarifications (2024 SOL)</b></p> <ul style="list-style-type: none"> <li>• 1.FFR.2- F 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> </ul>
<p><b>Deletions from Grade 1 (2017 SOL)</b></p> <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>	<p><b>Additions to Grade 1 (2024 SOL)</b></p> <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 2.6e 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</li> </ul>

This is a snapshot of the Grade 1 Crosswalk and Summary of Revisions. There are four quadrants – The 2017 SOL to the 2024 SOL Numbering, The Parameter Changes/Clarifications (2024 SOL), the Deletions from the grade level and the Additions to the Grade Level.

(Click1)- In the quadrant for the 2017 Numbering to the 2024 Numbering, you can see how the starting numbering is the 2017 Standards (Click 2) and then moves to the new 2024 Numbering. This allows you to easily see where the old standards can be found in the new structure of the 2024 standards.

Click 3- In the quadrant for the Parameter Changes/Clarification (2024 SOL)- You can find the New Strands and sub-strand Numbering, along with the standards.(Click 4) . You will see a short clarification for each sub-strand and below what skills are addressed in those standards.

Click 5- In the Deletion from the Grade Level, you will find 2017 Standards that are no longer addressed in this grade (Click 6). If the Standard was moved to a different grade level that will be listed, or if they are no longer reflected in the 2024 standards there will be a short explanation. (Click 7)

Click 8- In the Additions to the Grade level, you will see which standards are new to that grade level. If they were moved from another grade level in the 2017 standards, the grade level will be listed.

# Foundations for Reading



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Now, we'll dig deeper into the Standards and crosswalk by looking closer at each strand. Let's start with the Foundations for Reading.

2017 SOL	2024 SOL
<p><b>1.4 The student will apply knowledge of how print is organized and read.</b></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><b>1.FFR.1 See Kindergarten for standards that address print Concepts.</b></p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 1.FFR.1- This standard is addressed in Kindergarten in Foundations for Reading K.FFR.1-Print Concepts.</li> </ul>	



Foundations for Reading 1, focuses Concepts of Print.

This sub-strand can now be found in Kindergarten Foundations for reading K.FFR. 1

(Notes: start with the 2024. then find the corresponding 2017 standard and cut and paste. In the revision section s say increase of rigor.. Or addresses a move of a standard.) Summarizing how it changed. You can say it offers clarity) Difference in expectations of decoding and encoding for R-Controlled and Vowel teams.

Look at slide 22 when you are talking about when strands switch grade levels. Each sub strand gets its own slide

2017 SOL	2024 SOL
<p><b>1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.</b></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><b>1.FFR.2 Phonological and Phonemic Awareness</b>  <b>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) 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>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 1.FFR.2a- Addresses skills from 1.3b in the 2017 Standards.</li> <li>• 1.FFR.2b- Provides specificity for skills from 1.3c in the 2017 Standards.</li> <li>• 1.FFR.2c- Provides specificity for skills from 1.3d in the 2017 Standards.</li> </ul>	



Foundations for Reading 2, focuses on phonological and phonemic awareness.

The skills that were added reflect current reading research on the phonemic awareness skills that directly relate to reading (decoding) and spelling (encoding). In the 2024 English Standards of Learning, an emphasis was placed on blending and segmenting and isolating phonemes, or individual sounds. This reflects current science-based reading research and sets the foundation for students to read and spell words. The 2024 English Standards also addresses the complexity of the syllable by specifying how many phonemes a first grader should be able to blend and segment.

(Notes: start with the 2024. then find the corresponding 2017 standard and cut and paste. In the revision section say increase of rigor.. Or addresses a move of a standard.) Summarizing how it changed. You can say it offers clarity) Difference in expectations of decoding and encoding for R-Controlled and Vowel teams.

Look at slide 22 when you are talking about when strands switch grade levels. Each sub strand gets its own slide

2017 SOL	2024 SOL
<p><b>1.5 The student will apply phonetic principles to read and spell.</b></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> <li>d. Use short vowel sounds to decode and spell one syllable words.</li> <li>e. Blend initial, medial, and final sounds to recognize and read words.</li> <li>f. Use word patterns to decode unfamiliar words.</li> <li>g. Read and spell simple two-syllable compound words.</li> <li>h. Read and spell commonly used sight words.</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> <li>C. Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.</li> <li>D. Decode multisyllabic words following basic patterns by breaking the words into syllables.</li> <li>E. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.</li> <li>F. Write grade-level high-frequency words with automaticity and accuracy.</li> </ul>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>•1.FFR.3- Focuses on students' phonics 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> </ul>	

Foundations for Reading 3, address phonics and word analysis.

The increase in standards was intentional to provide clarity and specificity for the grade level expectations for the application of letter/sound correspondences. The end of year expectation is for first grade students to read words containing common vowel teams and r-controlled vowels. In addition, first graders will be able to decode multisyllabic words with basic patterns by learning how to break the big word into smaller syllables.

# Developing Skilled Readers and Building Reading Stamina



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Now let's look at the new strand, Developing Skilled Readers and Building Reading Stamina.

## DSR Slide 1 of 2

2017 SOL	2024 SOL
<p><b>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</b> g) Retell stories and events, using beginning, middle, and end in a sequential order. i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.</p> <p><b>1.10 The student will read and demonstrate comprehension of nonfiction texts.</b> h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.</p> <p><b>1.2 The student will demonstrate growth in oral early literacy skills.</b> a) Listen and respond to a variety of print and media materials.</p> <p><b>1.5 The student will apply phonetic principles to read and spell.</b> e) Blend initial, medial, and final sounds to recognize and read words. f) Use word patterns to decode unfamiliar words.</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 worthwhile knowledge and vocabulary.</b></p> <p>A. 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 confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).</p> <p>B. (Text Complexity, 2-12) Introduced in Grade Two.</p>

### **Revisions:**

- 1.DSR- Addresses skills students need to practice in order to read more fluently, purposefully, and build word and world knowledge.
- 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.



The Strand of Developing Skilled Readers and Building Reading Stamina was added to emphasize the skills and strategies students use every time they engage with text through reading, writing, collaborating, and researching as described in the remaining standards.

In First Grade, the texts that students are expected to read themselves are decodable. The use of decodable texts, allow students to apply the phonics knowledge that they are learning. As the year progress, and as more of the code of English is learned, First Graders are expected to also read less decodable texts or grade level texts with accuracy, at an appropriate rate and with meaningful expression

DSR Slide 1 of 2. ADD!!!!





## DSR Slide 2 of 2

2017 SOL	2024 SOL
<p><b>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</b>                      g) Retell stories and events, using beginning, middle, and end in a sequential order.                      i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.</p> <p><b>1.10 The student will read and demonstrate comprehension of nonfiction texts.</b>                      a) Preview the selection                      b) Use prior and background knowledge as context for new learning.                      c) Set a purpose for reading                      g) Identify main idea</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 worthwhile knowledge and vocabulary.</b></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 (Textual Evidence, K-12).</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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).</p> <p>E. (Reading Strategies, 3-12): Introduced in Grade Three</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>

**Revisions:**

- 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.
- 1.DSR D.-Specifies building vocabulary knowledge by reading texts on the same topic or theme.



It is important to note that in First Grade DSR C and D are met through content-rich texts that are read aloud to students and with prompting and support from adults and peers. Research shows that students listening comprehension, builds the foundation for their reading comprehension later on. It is vital that First Grade students are exposed to content rich text to build purposeful knowledge and vocabulary.

# Reading and Vocabulary



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A powerful way to support students' vocabulary development is through reading high quality, content rich texts. That is why Reading and Vocabulary were combined for this strand.

2017 SOL	2024 SOL
<p><b>1.7 The student will expand vocabulary and use of word meanings.</b></p> <ul style="list-style-type: none"> <li>a. Discuss meanings of words in context.</li> <li>b. Develop vocabulary by listening to and reading a variety of texts.</li> <li>c. Ask for the meaning of unknown words and make connections to familiar words.</li> <li>d. Use text clues such as words or pictures to discern meanings of unknown words.</li> <li>e. Use vocabulary from other content areas.</li> <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><b>1.8 The student will use simple reference materials.</b></p>	<p><b>1. RV.1- Vocabulary Development and Word Analysis</b></p> <ul style="list-style-type: none"> <li>A. Increase vocabulary by listening to and reading a variety of texts.</li> <li>B. Discuss meanings of words in context from a variety of texts.</li> <li>C. Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships.</li> <li>D. Ask for the meaning of unknown words and make connections to familiar words.</li> <li>E. Use vocabulary across content areas.</li> <li>F. Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. -s, -ing, -ed).</li> <li>G. Distinguish shades of meaning among verbs and adjectives.</li> <li>H. Identify the purpose of simple reference materials (e.g., picture dictionary, digital dictionary).</li> <li>I. Develop breadth of vocabulary knowledge by listening to high quality, complex text.</li> <li>J. Use newly learned words and phrases in discussions and speaking activities.</li> </ul>
<p><b>Revisions:</b></p> <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 address 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 in the 2017 Standards.</li> <li>• 1.RV.1 G- Increased rigor of 1.7 g/h in the 2017 Standards.</li> <li>• 1.RV.1 H-Addresses skills in 1.8 in the 2017 Standards.</li> <li>• 1.RV.1 I- Increased rigor of the 1.7 Standards.</li> </ul>	

The focus for First Grade Reading and Vocabulary 1, is for students to systematically build vocabulary from listening to texts and participating in discussions.

# Reading Literary Text



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The Reading Literary Text Strand was developed to emphasize the skills necessary for reading and comprehending literary texts.

2017 SOL	2024 SOL
<p><b>1.9 The student will demonstrate comprehension of fictional texts.</b></p> <ol style="list-style-type: none"> <li>Preview the selection.</li> <li>Set a purpose for reading.</li> <li>Relate previous experiences to what is read.</li> <li>Make and confirm predictions.</li> <li>Ask and answer who, what, when, where, why, and how questions about what is read.</li> <li>Identify characters, setting, and important events.</li> <li>Retell stories and events, using beginning, middle, and end in a sequential order. Identify theme.</li> <li>Draw conclusions based on the text.</li> </ol>	<p><b>1.RL.1- Key Ideas and Plot Details</b></p> <ol style="list-style-type: none"> <li>Retell familiar stories sequentially and demonstrate an understanding of the story structure, the central message or lesson, and the details.</li> <li>Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).</li> <li>Ask and answer literal (who, what, when, where) or inferential (how, why) questions about what is read.</li> <li>Generate predictions about story characters and events using the text.</li> </ol>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <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> </ul>	


The focus for First Grade Reading Literary Texts 1 is for students to demonstrate understanding of key ideas and plot details in literary texts. These include retelling familiar stories and understanding the central message and identifying key elements such as characters, setting, and events. Standards C and D also add specificity.

The 2024 English Standards of Learning offer clarity that in First Grade these standards are met through students engaging in content rich read alouds and with prompting and support.

These standards increase the rigor of similar standards from the 2017 English Standards of Learning 1.9.

D was missing from the crosswalk.



2017 SOL	2024 SOL
<p><b>1.9 The student will demonstrate comprehension of fictional texts.</b></p> <ol style="list-style-type: none"> <li>Preview the selection.</li> <li>Set a purpose for reading.</li> <li>Relate previous experiences to what is read.</li> <li>Make and confirm predictions.</li> <li>Ask and answer who, what, when, where, why, and how questions about what is read.</li> <li>Identify characters, setting, and important events.</li> <li>Retell stories and events, using beginning, middle, and end in a sequential order. Identify theme.</li> <li>Draw conclusions based on the text.</li> </ol> <p><b>3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</b></p> <ol style="list-style-type: none"> <li>Make connections between reading selections.</li> <li>Compare and contrast settings, characters, and plot events.</li> </ol>	<p><b>1.RL.3- Integration of Concepts</b></p> <ol style="list-style-type: none"> <li>Set a purpose for reading by providing a guiding question, activating prior (experience) and background (content) knowledge.</li> <li>Make connections between characters, settings, and major events in stories heard, using key details.</li> <li>Compare and contrast the adventures or experiences of characters in stories heard, using key details.</li> </ol>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <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.RL.3 B- Increased the rigor of 2017 Standards. Use to be 3.5b.</li> <li>• 1.RL.3 C- Increased the rigor of 2017 Standards. Use to be 3.5d.</li> </ul> 	

The focus for First Grade Reading Literary Texts 3 is to set the foundation for students thinking deeply within and between texts. These standards reflect current science-based reading research.

The 2024 English Standards of Learning offer clarity that in First Grade these standards are met through students engaging in content rich read alouds and with prompting and support from adults.

RL 3 B and C new standards for first grade. They are purposeful additions to increase the rigor.

ADDDD the 3.5





# Reading Informational Text



22

Now let's look at the standard focusing on Reading Informational Texts.

2017 SOL	2024 SOL
<p><b>1.10 The student will read and demonstrate comprehension of nonfiction texts.</b></p> <ol style="list-style-type: none"> <li>Preview the selection.</li> <li>Use prior and background knowledge as context for new learning.</li> <li>Set a purpose for reading.</li> <li>Identify text features such as pictures, headings, charts, and captions. Make and confirm predictions.</li> <li>Ask and answer who, what, where, when, why, and how questions about what is read.</li> <li>Summarize information found in nonfiction texts.</li> <li>Identify the main idea.</li> <li>Identify supporting details.</li> </ol> <p><b>4.6 The student will read and demonstrate comprehension of nonfiction texts.</b></p> <ol style="list-style-type: none"> <li>Distinguish between fact and opinion.</li> </ol>	<p><b>1.RI.1 Key Ideas and Confirming Details</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify the main idea and supporting details of a text.</li> <li>Explain the difference between facts and opinions in a text.</li> </ol>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <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 1.10 of in the 2017 Standards</li> <li>1.RI.1 B- Increases the rigor from 2017 Standards. This skill was a 4<sup>th</sup> grade standard.</li> </ul>	



The focus for First Grade Reading Informational Texts 1 focuses on key ideas and confirming details in informational texts

1.RI.1.A- Provides clarity around what types of questions students should answer about a text.

1.RI.1.B- Increases the rigor for First Grade students by addressing skills for explaining an author’s use of facts and opinions in an informational text. This was a Fourth Grade Standard in the 2017 English Standards of Learning.

The 2024 English Standards of Learning offer clarity that in First Grade these standards are met through students engaging in content rich read alouds and with prompting and support from adults.



2017 SOL	2024 SOL
<p><b>1.10 The student will read and demonstrate comprehension of nonfiction texts.</b></p> <p>d. Identify text features such as pictures, headings, charts, and captions.</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, 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>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 1.RI.2- Focuses on craft and style for informational texts.</li> <li>• 1.RI.2 A/B- Addresses and adds specificity to skills in 1.10d in the 2017 Standards.</li> </ul>	



The focus for First Grade Reading Informational Texts 2 is for students to demonstrate understanding of the craft and style of an informational text.

1.RI.2.A- Increases the rigor by having students identify the purpose of common text features. This builds off the skills that were addressed in 1.10d in the 2017 English Standards of Learning.

The 2024 English Standards of Learning offer clarity that in First Grade these standards are met through students engaging in content rich read alouds and with prompting and support from adults about why the author used various features to convey his/her information.



2017 SOL	2024 SOL
	<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>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 1.RI.3 A/B- Added to reflect science-based reading research and sets the foundation for students' thinking across and between texts.</li> <li>• 1.RI.3 A- Increases the rigor from the 2017 standards.</li> <li>• 1.RI.3 B- Increases the rigor from the 2017 standards.</li> </ul>	

The focus for First Grade Reading Informational Texts 3 is for students' integration of concepts across a text and between texts.

1.RI.3.A- Increases the rigor by having students identify similarities and differences between two texts on the same topic.

1.RI.3.B- Increases the rigor by having students make connections to information within a text.

The 2024 English Standards of Learning offer clarity that in First Grade these standards are met through students engaging in content rich read alouds and with prompting and support from adults.





# Foundations for Writing



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The Foundations for Writing Strand is new to the 2024 English Standards of Learning. These standards focus on the foundational, transcription skills that students must have in order to effectively and efficiently communicate their ideas through writing.

2017 SOL	2024 SOL
<p><b>1.11 The student will print legibly in manuscript.</b></p> <p>a. Form letters accurately. b. Space words within sentences.</p>	<p><b>1.FFW.1 Handwriting</b></p> <p>A. Use functional pencil grasp for letter formation. B. Accurately and automatically form all capital and lowercase letters and numbers using manuscript letter formation. C. Accurately and automatically apply spaces between written words in phrases or sentence-level writing.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <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- Addresses and adds rigor to the skills in 1.11b in the 2017 Standards.</li> </ul>	




The focus for First Grade Foundations for Writing 1 is on students developing accuracy and automaticity for handwriting skills.

1.FFW.1A add specificity and stresses the importance of functional pencil grasp for letter formation.

1.FFW.1B and C increases the rigor by addresses skills from the 2017 English Standards of Learning that were in First Grade.



2017 SOL	2024 SOL
<p><b>1.5 The student will apply phonetic principles to read and spell.</b>  a. Use initial and final consonants to decode and spell one- syllable words.  b. Use two-letter consonant blends to decode and spell one-syllable words.  c. Use consonant digraphs to decode and spell one-syllable words.  g. Read and spell simple two-syllable compound words.</p> <p><b>1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.</b>  g. Use letters to phonetically spell words.</p> <p><b>1.13 The student will edit writing for capitalization, punctuation, and spelling.</b>  c. Use correct spelling for commonly used sight words and phonetically regular words.</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>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <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> </ul> 	

The focus for First Grade Foundations for Writing 2 is on students applying their phonics knowledge when spelling words.

The 2024 English Standards of Learning for Spelling expand and offer clarity around the expectations for which phonics features first grade students are expected to use and master when spelling words.

In First Grade the expectations for encoding (spelling) are different than the expectations for decoding (reading). This was done purposefully because reading is a recognition task and spelling is a production task. Therefore, it is typical that as students learn new patterns for reading and spelling, they may need additional time to gain mastery of those patterns in encoding.



# Writing



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Now we'll dig deeper into the standards focusing on Writing.

2017 SOL	2024 SOL
<p><b>1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.</b></p> <p>a) Identify audience and purpose.  b) Use prewriting activities to generate ideas.  c) Focus on one topic.  d) Organize writing to suit purpose.  e) Revise by adding descriptive words when writing about people, place, things, and events.  f) Write to express an opinion and give a reason.  g) Share writing with others.</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.  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.  C. Use a combination of drawing, dictating, and writing to compose opinion pieces that state an opinion and supply a reason for the opinion.  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>Revisions:</b></p> <ul style="list-style-type: none"> <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- Provides 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- Provides specificity on the components to include in an informative/expository text based on the 1.12 d in the 2017 Standards.</li> <li>• 1.W.1 C- Provides specificity on the components to include in an opinion text based on the 1.12 f in the 2017 Standards.</li> </ul>	



The focus for First Grade Writing 1 is on setting the foundation for students' writing for different purposes, including narrative, informative/expository, and opinion pieces.

1.W.1D was added to reflect science based reading research and the importance for students responding through writing to texts they have heard or read. These standards reflect students' development in writing over the course of the school year. At the beginning of the year, students may rely more on the use of drawings to express their message, but by the end of the year the expectation is that students will write narrative, informative/expository or opinion pieces along with responding to texts through writing.





2017 SOL	2024 SOL
<p><b>1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.</b></p> <ul style="list-style-type: none"> <li>a) Identify audience and purpose.</li> <li>b) Use prewriting activities to generate ideas.</li> <li>c) Focus on one topic.</li> <li>d) Organize writing to suit purpose.</li> <li>e) Revise by adding descriptive words when writing about people, place, things, and events.</li> <li>f) Write to express an opinion and give a reason.</li> <li>g) Share writing with others.</li> </ul> <p><b>1.13 The student will edit writing for capitalization, punctuation, and spelling.</b></p> <ul style="list-style-type: none"> <li>a) Use complete sentences.</li> </ul>	<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> <ul style="list-style-type: none"> <li>i. Identifying the audience and purpose of the writing (e.g., letters, stories, journals, etc.).</li> <li>ii. 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> </ul>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 1.W.2- Focuses on setting for the foundation for students’ writing organization and composition skills.</li> <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> </ul>	



The focus for First Grade Writing .2 is setting the foundation for students’ composition and organization of writing. The 2024 Standards emphasize writing is a process. They also recognize that longer compositions are made of strong sentences.



2017 SOL	2024 SOL
<p><b>1.13 The student will edit writing for capitalization, punctuation, and spelling.</b></p> <p>a) Use complete sentences.  b) Begin each sentence with a capital letter and use ending punctuation.  c) Use correct spelling for commonly used sight words and phonetically regular words.</p>	<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>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <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> </ul>	



In the 2024 Standards, First Grade Writing .3 is setting the foundation for the understanding that writing conventions help the writer’s message to be clearly communicated to the reader.



# Language Usage



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The Language Usage Strand is new to the 2024 English Standards of Learning. These standards reflect the reciprocal nature of speaking and writing. These standards focus on students' use of language when communicating their ideas both orally and in writing.

2017 SOL	2024 SOL
<p><b>1.1 The student will develop oral communication skills</b>            h) Restate and follow simple two-step oral directions            j) Express ideas orally in complete sentences</p> <p><b>1.7 The student will expand vocabulary and use of word meanings.</b>            f) Use singular and plural nouns.            g) Use adjectives to describe nouns.            h) Use verbs to identify actions.</p> <p><b>1.13 The student will edit writing for capitalization, punctuation, and spelling.</b>            a) Use complete sentences.            b) Begin each sentence with a capital letter and use ending punctuation.</p> <p><b>2.11 The student will edit writing for capitalization, punctuation, spelling and Standard English</b>            d) Use singular and plural nouns and pronouns.            e) Use apostrophes in contractions and possessives.            f) Use contractions and singular possessives.</p>	<p><b>1.LU.1 Grammar</b>            A. Produce and expand simple sentences, including a noun, verb, and adjective.            B. Form regular plural nouns orally by adding 's' or 'es' sound.            C. Use personal and possessive pronouns to represent nouns.            D. Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).            E. Form and use simple verb tenses (past, present, and future) for regular verbs.            F. Use proper verb tense and correct subject-verb agreement.            G. Use articles correctly (e.g., a, an, the).            H. Use interrogatives to ask questions in complete sentences (e.g., who, what, where, when, why, how). Produce and expand complete sentences in shared language activities.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <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 C- Increases the rigor from the 2017 Standards. This standard was formerly 2.11 d/e/f.</li> <li>• 1. LU.1 H- Addresses skills from 1.1h in the 2017 Standards</li> </ul>	



The focus for First Grade Language Usage 1 is on students' use of grammar in both speaking and writing.

1.LU.1 addresses skills from multiple strands in the 2017 English Standards of Learning. The Grammar standard under Language Usage addresses the grammatical conventions that students should be able to use when speaking and when writing. This was done purposefully to show how spoken language builds the foundation for students' writing.

The skills from 2017 Second Grade 2.11d/e/f are addressed in 1.LU.1C, which increases the rigor of the first grade standard.



2017 SOL	2024 SOL
<p><b>1.13 The student will edit writing for capitalization, punctuation, and spelling.</b>            c) Use correct spelling for commonly used sight words and phonetically regular words.</p> <p><b>1.5 The student will apply phonetic principles to read and spell.</b>            a) Use initial and final consonants to decode and spell one- syllable words.            b) Use two-letter consonant blends to decode and spell one-syllable words.            c) Use consonant digraphs to decode and spell one-syllable words.            d) Use short vowel sounds to decode and spell one-syllable words.            e) Blend initial, medial, and final sounds to recognize and read words.            f) Use word patterns to decode unfamiliar words.            g) Read and spell simple two-syllable compound words.            h) Read and spell commonly used sight words.</p>	<p><b>1.LU.2 Mechanics</b>            A. Capitalize the first word in a sentence, proper nouns, and the pronoun I.            B. Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).            C. Use conventional spelling of words with commonly taught spelling patterns and for frequently occurring irregular words.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <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> </ul>	



The focus for First Grade Language Usage 2 is the grade level expectations for students’ mechanics in writing. The Mechanics standard under Language Usage addresses the technical conventions that students should be able to use when writing.

At the First Grade level, these standards will apply when students are writing. This strand aligns with the grade level expectations. These standards address the skills that were found in 1.13c and combines those found in 1.5 a,b,c,d,g,h in the 2017 English Standards of Learning.






# Communications and Multimodal Literacies



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We'll now dig deeper into the Communication and Multimodal Literacies Strand.

The Multimodal Literacies Standards do not start until Grade 3 and Grade 4 so in Kindergarten the focus for this strand is on communication skills.

2017 SOL	2024 SOL
<p><b>1.1 The student will develop oral communication skills.</b></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><b>1.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 one topics and texts. This includes:</p> <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>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <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 and provides clarity for how students participate.</li> <li>• 1.C.1 A ii- Addresses skills from 1.1k and provides clarity.</li> <li>• 1.C.1 A iii- Addresses skills from 1.1g .</li> <li>• 1.C.1 A iv- Addresses skills from 1.1j.</li> </ul> 	

First Grade Communication 1 focuses on students building skills around communication, listening, and collaboration.

The 1.C.1 Standard Addresses skills from 1.1 in the 2017 English Standards of Learning.

1.C.1Ai- provides clarity for how students will participate in discussions and conversations.

1.C.1A ii provides clarity around how students are to work respectfully by building on others' ideas.

1.C.A.iv mirrors the expectations of using complete sentences found in 1.W.2. This is an example of how the 2024 English Standards of Learning integrate skills between strands.

How are you pronouncing the iii?



2017 SOL	2024 SOL
<p><b>1.2 The student will demonstrate growth in oral early literacy skills.</b>            b) Tell and retell stories and events in sequential order.            c) Participate in a variety of oral language activities, including choral speaking and recitation.            d) Participate in creative dramatics.</p> <p><b>1.7 The student will expand vocabulary and use of word meanings.</b>            g) Use adjectives to describe nouns</p> <p><b>1.1 The student will develop oral communication skills.</b>            c) Adapt or change oral language to fit the situation.</p>	<p><b>1.C.2 Speaking and Presentation of Ideas</b></p> <p>A. Describe people, places, things, and events with relevant details and using appropriate vocabulary.            B. Speak audibly with appropriate pacing, prosody, and voice level.            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.            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>Revisions:</b></p> <ul style="list-style-type: none"> <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> <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> </ul>	



First Grade Communication 2 focuses on students building skills in order to effectively share their ideas through speaking.

These standards highlight the importance of the reciprocal nature of speaking and writing. By focusing on students’ speaking skills, teachers are setting the foundation for students’ writing.



# Research



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Let's finish by looking at the Research Strand.

2017 SOL	2024 SOL
<p><b>1.14 The student will conduct research to answer questions or solve problems using available resources.</b></p> <p>a) Generate topics of interest.  b) Generate questions to gather information.  c) Identify pictures, texts, or people as sources of information.  d) Find information from provided sources.  e) Record information.</p> <p><b>1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.</b></p> <p>h) Share writing with others.</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.  B. Locate and collect information related to the given topic from pictures, texts, people, or provided sources.  C. Use templates to organize the information collected (e.g., charts, graphs).  D. Use drawing, writing, or dictation to record facts and information collected from research.  E. In small or large group settings, informally share recorded information collected from research.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <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 1.12h in the 2017 Standards.</li> </ul>	



First Grade Research focuses on students learning to conduct research by listening to texts on selected topics to build knowledge and/or solve problems using available resources.

It is important to note that these standards are met with prompting and support from adults.

An addition to the 2024 standards is that students will share the information that they recorded and collected from research.





## BEST IN CLASS- STANDARDS OF LEARNING

- The revisions made in the 2024 *English Standards of Learning* will raise academic expectations for students and schools and provide a clear and vertically coherent set of expectations to educators and families.
- A focus on Developing Skilled Readers and Building Reading Stamina will ensure that every student is equipped access to educational experience that prepare them for their postsecondary opportunities.
- Clear and coherent academic standards allow for common expectations of mastery for students, families, school staff, and assessment designers.



The 2024 English Standards of Learning will raise academic expectations for students and schools. They are designed to provide a clear and vertically coherent set skills that spiral up and increase in depth as students progress through K-12.

The development and focus on Developing Skilled Readers and Building Reading Stamina will ensure that every student is equipped access to educational experiences that prepare them for their postsecondary opportunities.

The 2024 English Standards of Learning offer clear and cohesive academic standards that allow for common experiences and expectations across the commonwealth.

Don't Change

Questions?

Reach out to the VDOE  
English Team

[VDOE.English@doe.virginia.gov](mailto:VDOE.English@doe.virginia.gov)



Additional supports around the 2024 English Standards of Learning will be provided throughout the spring and summer of 2024. If you have questions, please reach out to the VDOE English Team.

Don't change