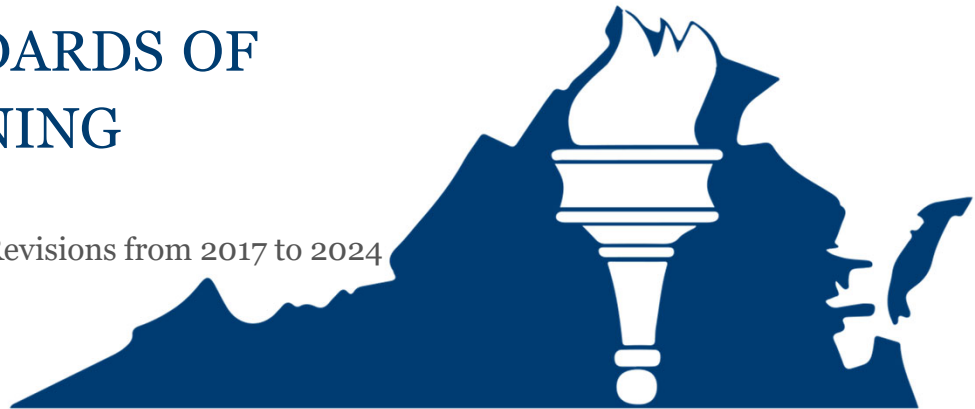




2024 ENGLISH STANDARDS OF LEARNING

Grade 3

Overview of Revisions from 2017 to 2024



VIRGINIA DEPARTMENT OF EDUCATION

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Welcome to the Grade 3 Overview of Revisions to the English Standards of Learning from 2017 to 2024.

It would be helpful to have a copy of the Grade 3 – Crosswalk (Summary of Revisions) and a copy of the 2024 Grade 3 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*

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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

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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.

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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.

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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

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The 2024 English Standards of Learning changed the number of strands in Third Grade, 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*

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

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 specific to Kindergarten because that is the grade level where those skills are the focus. By Third Grade, the Print Concepts sub-strand is no longer addressed and instead directs teachers to “see kindergarten for standards that address print concepts.”



HOW TO READ THE 2024 *ENGLISH STANDARDS OF LEARNING*


- Strand
 - Sub Strand
 - Standard
 - Standard
 - Sub Strand
 - Standard
 - Standard
 - Standard
- 3.RI- Reading Informational Text
 - 3.RI.1-Key Ideas and Confirming Details
 - A- Determine the main idea of multi-paragraph texts as well as specific paragraphs within them.
 - 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.
 - C- Identify and explain how an author uses reasons and evidence to support specific points in texts.
 - 3.RI.2- Craft and Style
 - 3.RI.3- Integration of Concepts

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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 Informational Text strand in Third 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>Grade 3 (2017 SOL to 2024 SOL Numbering)</p> <ul style="list-style-type: none"> • 3.1 --> 3.C.1, 3.C.2 • 3.2 --> 3.C.2, 3.C.3 • 3.3 --> 3.FFR.3 • 3.4 --> 3.DSR, 3.RV.1, 3.RL.3, • 3.5 --> 3.DSR, 3.RL.1, 3.RL.2, 3.RL.3, • 3.6 --> 3.FFR.3, 3.DSR, 3.RL.1, 3.RL.2, 3.RL.3 • 3.7 --> 3.FFW.1, 3.W.1, 3.W.2, 3.W.3, 3.LU.1, 3.LU.2 • 3.8 --> 3.W.1, 3.W.2 • 3.9 --> 3.W.3, 3.W.2 • 3.10 --> 3.R.1 	<p>Parameter Changes/Clarifications (2024 SOL)</p> <ul style="list-style-type: none"> • 3.FFR.3- Focuses on students' phonics and word analysis • 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. • 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. • 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. • 3.DSR- Addresses skills students need to practice in order to read more fluently, purposefully, and build word and world knowledge. • 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.
	<p>Deletions from Grade 3 (2017 SOL)</p> <ul style="list-style-type: none"> • 3.2c- removed to reflect current reading research. 	<p>Additions to Grade 3 (2024 SOL)</p> <ul style="list-style-type: none"> • 3.RV- Increased the rigor and provided specificity for students' vocabulary development through discussions, reading grade level text, and listening to texts read aloud. • 3.RV F.-New standard that addresses increasing breadth of vocabulary knowledge. • 3.RV G.-New standard that applies understanding of shades of meaning or various degrees of verbs and adjectives. • 3.RV H.-New standard that applies the use of strategies learned to determine meanings of words. • 3.RV J.-New standard that applies appropriate use of new words/phrases in conversations and when speaking.

This is a snapshot of the Grade 3 Crosswalk and Summary of Revisions. There are four quadrants – The 2017 SOL to the 2024 SOL Numbering, The Parameter Changes or Clarifications, 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 or Clarifications (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)- In the Additions to the Grade level, you will see which standards are new to that grade level. (Click 8) 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>3.3 The student will apply word-analysis skills when reading.</p> <p>a. Use knowledge of regular and irregular vowel patterns.</p> <p>b. Decode regular and multisyllabic words.</p>	<p>3.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 texts.</p> <p>A. Decode and encode words with vowel teams and r-controlled vowels.</p> <p>B. Use knowledge of syllabication and syllable types to decode and encode words.</p> <p>C. Use knowledge of affixes (e.g., suffixes, prefixes) to decode and encode words.</p> <p>D. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> •3.FFR.3 A- Combines skills addressed in 3.3a and 3.3b from the 2017 English Standards of Learning; provides more specificity regarding types of words a student will decode and encode at grade level. •3.FFR.3 B- Combines skills addressed in 3.3a and 3.3b from the 2017 English Standards of Learning; clarifies that a student will use understanding of syllabication to decode and encode words. •3.FFR.3 C/D- Addresses skills in 3.3a, 3.3b, and 3.6b from the 2017 English Standards of Learning; moved here to address grade level foundational reading skills for phonics and word recognition. 	

Foundations for Reading 3, address phonics and word analysis.

The skills that were addressed in 3.3 are now addressed here.

The increase in standards was intentional to provide clarity and specificity for the grade level expectations for the application of letter/sound correspondences and word analysis skills.

The end of year expectation for Third Grade students is to read and spell words containing vowel teams and r-controlled vowels. Grade 3 students are expected to use knowledge of syllabication and syllable types, affixes, and decodable and irregular grade-level high-frequency words when reading in order to build automaticity and accuracy.



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>3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <ul style="list-style-type: none"> c. Make, confirm, and revise predictions. e. Summarize plot events. g. Ask and answer questions about what is read. h. Draw conclusions using the text for support. k. Use reading strategies to monitor comprehension throughout the reading process. l. Differentiate between fiction and nonfiction. m. Read with fluency, accuracy, and meaningful expression. <p>3.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> c. Preview and use text features including table of contents, headings, pictures, captions, maps, indices, and charts. d. Ask and answer questions about what is read using the text for support. e. Draw conclusions using the text for support. i. Use reading strategies to monitor comprehension throughout the reading process. j. Read for fluency, accuracy, and meaningful expression. 	<p>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 vocabulary, and using reading strategies when comprehension breaks down.</p> <ul style="list-style-type: none"> 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 (Reading Fluency, K-12). B. Proficiently read and comprehend a variety of literary and information texts that exhibit complexity at the higher range of the grades 2-3 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12). 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 accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
<p>Revisions:</p> <ul style="list-style-type: none"> •3.DSR A- Combines skills addressed in 3.5k and 3.6j from the 2017 English Standards of Learning; provides more specific indicators of fluent reading, such as accuracy, automaticity, appropriate rate, and meaningful expression. •3.DSR B- Addresses 3.4 from the 2017 English Standards of Learning; provides more specificity on appropriate grade level text complexity to be used with the Text Complexity chart in the appendix. •3.DSR C- Combines skills addressed in 3.5c, 3.5g, 3.5h, 3.6d, and 3.6e from the 2017 English Standards of Learning; applies comprehension of what is read through discussion and writing utilizing skills such as supporting claims, drawing conclusions, and making inferences. 	

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.

It is important to note that in Third Grade, these standards are met through content-rich texts that are read by students. Students are expected to fluently read a variety of grade-level complex texts by demonstrating accuracy, automaticity, appropriate rate, and meaningful expression.



DSR Slide 2 of 2

2017 SOL	2024 SOL
<p>3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <ul style="list-style-type: none"> c. Make, confirm, and revise predictions. e. Summarize plot events. g. Ask and answer questions about what is read. h. Draw conclusions using the text for support. k. Use reading strategies to monitor comprehension throughout the reading process. l. Differentiate between fiction and nonfiction. m. Read with fluency, accuracy, and meaningful expression. <p>3.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> c. Preview and use text features including table of contents, headings, pictures, captions, maps, indices, and charts. d. Ask and answer questions about what is read using the text for support. e. Draw conclusions using the text for support. i. Use reading strategies to monitor comprehension throughout the reading process. j. Read for fluency, accuracy, and meaningful expression. 	<p>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 vocabulary, and using reading strategies when comprehension breaks down.</p> <ul style="list-style-type: none"> 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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12). 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. (Reading Strategies, 3-12). <p>*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.</p>

Revisions:

- 3.DSR D- Specifies building word knowledge by reading texts on the same topic or theme.
- 3.DSR E- Addresses skills in 3.5k and 3.6i from the 2017 English Standards of Learning; includes specific strategies such as looking at text organizational structures, summarizing, and asking questions of the text.

Additionally, Grade 3 students are expected to purposefully gather textual evidence based on their readings of a variety of texts and genres to support claims, conclusions, and inferences during discussions and in writings. Readings should be intentionally selected to provide opportunities for students to read widely about a topic in order to gain knowledge and expand their 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.



RV Slide 1 of 2

2017 SOL

3.4 The student will expand vocabulary when reading.

- a. Use knowledge of homophones.
- b. Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words.
- c. Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.
- d. Use context to clarify meaning of unfamiliar words.
- e. Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.
- f. Use vocabulary from other content areas.
- g. Use word-reference resources, including the glossary, dictionary, and thesaurus.

2024 SOL

3.RV.1- Vocabulary Development and Word Analysis

- 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.
- B. Discuss meanings of complex words and phrases acquired through conversations and literature.
- C. Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g., -s, -ing, -ed).
- D. Use the context of a sentence to apply knowledge of homophones.
- E. Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.

Revisions:

- **3.RV.1 A/B-** Addresses skills in 3.4c, 3.4e, and 3.4f from the 2017 English Standards of Learning; specifies academic/content specific language and using discussion as a way of understanding complex words/phrases.
- **3.RV.1 C-** Addresses skills in 3.4b from the 2017 English Standards of Learning.
- **3.RV.1 D-** Addresses skills in 3.4a from the 2017 English Standards of Learning.
- **3.RV.1 E-** Combines skills in 3.4b and 3.4c from the 2017 English Standards of Learning.

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The focus for Third Grade Reading and Vocabulary 1, is for students to systematically build vocabulary and word knowledge from reading grade level texts and participating in discussions.

This strand addresses skills that were in the 3.4 standard in the 2017 English Standards of Learning.



RV Slide 2 of 2

2017 SOL	2024 SOL
<p>3.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none">a. Use knowledge of homophones.b. Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words.c. Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.d. Use context to clarify meaning of unfamiliar words.e. Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.f. Use vocabulary from other content areas.g. Use word-reference resources, including the glossary, dictionary, and thesaurus.	<p>3.RV.1- Vocabulary Development and Word Analysis</p> <ul style="list-style-type: none">F. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.G. Distinguish shades of meaning among verbs and adjectives.H. Use strategies to infer word meanings.I. Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.J. Use newly learned words and phrases in discussions and speaking activities.

Revisions:

- **3.RV.1 F- New standard that addresses increasing breadth of vocabulary knowledge.**
- **3.RV.1 G- New standard that applies understanding of shades of meaning or various degrees of verbs and adjectives.**
- **3.RV.1 H- New standard that applies the use of strategies learned to determine meanings of words.**
- **3.RV.1 I- Addresses skills in 3.4g from the 2017 English Standards of Learning.**
- **3.RV.1 J- New standard that applies appropriate use of new words/phrases in conversations and when speaking.**

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The 2024 English Standards of Learning for Vocabulary Development and Word Analysis provide clarity and an authentic representation for the ways in which readers build their vocabularies.

New standards are introduced to highlight the importance of developing breadth of vocabulary knowledge, understanding shades of meanings of words, using a variety of strategies for determining the meanings of unknown words, and incorporating newly learned words or phrases into conversations.



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>3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <ul style="list-style-type: none"> a. Set a purpose for reading. b. Make connections between reading selections. d. Compare and contrast settings, characters, and plot events. f. Identify the narrator of a story. i. Identify the conflict and resolution. j. Identify the theme. 	<p>2.RL.1- Key Ideas and Plot Details</p> <ul style="list-style-type: none"> A. Identify thematic topics of stories (e.g., friendship, survival, determination) and the lessons learned. B. Identify the central conflict and resolution using events from the plot to summarize the text. C. Describe a character's attributes, including their traits, motivations, or feelings and how they develop throughout the text.
<p>Revisions:</p> <ul style="list-style-type: none"> • 3.RL.1 A- Addresses skills in 3.5j from the 2017 English Standards of Learning. • 3.RL.1 B- Combines skills in 3.5d and 3.5i from the 2017 English Standards of Learning; increases rigor by identifying the conflict and resolution through the use of plot events and summary of the text. • 3.RL.1 C- Addresses skills in 3.5d from the 2017 English Standards of Learning; 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. 	

The focus for Grade 3 Reading Literary Text 1 is for students to demonstrate an understanding of key ideas and plot details in literary texts. These include identifying thematic topics and lessons learned, identifying the central conflict and resolution using events from the plot to summarize the text, and describing a character’s attributes and how they develop throughout a text.

The 2024 English Standards of Learning offer clarity that in Third Grade these standards are met by students reading a variety of content rich texts which span many genres, to include a focus on folklore and tall tales.

These standards address, increase the rigor, and provide specificity of similar standards from the 2017 English Standards of Learning 3.5.

2017 SOL	2024 SOL
<p>3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <ul style="list-style-type: none"> a. Set a purpose for reading. b. Make connections between reading selections. d. Compare and contrast settings, characters, and plot events. f. Identify the narrator of a story. i. Identify the conflict and resolution. j. Identify the theme. 	<p>3.RL.2- Craft and Style</p> <ul style="list-style-type: none"> A. Discuss how an author uses characters and settings to advance the plot. 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. C. Identify the narrator of a story and the speaker of a poem. D. Identify the characteristics of different genres.
<p>Revisions:</p> <ul style="list-style-type: none"> • 3.RL.2 A- New standard applies understanding of the author's use of character and setting to advance the plot. • 3.RL.2 B- New standard applies understanding, through identifying and explaining, the author's use of sensory language. • 3.RL.2 C- Addresses skills in 3.5f of the 2017 English Standards of Learning; adds identifying the speaker of a poem. • 3.RL.2 D- Addresses skills in 3.5b of the 2017 English Standards of Learning; specifies identifying characteristics of different genres. 	

The third grade standards is the starting point for Reading Literary Text 2, which focuses on considering an author's craft and style. These standards require students to: discuss how an author uses characters and settings to advance plot; identify and explain how authors use sensory words to impact a reader's understanding of characters, settings, and plot events; identify the narrator of a story and the speaker of a poem; and identify the characteristics of different genres.

This strand contains multiple new standards that will require students to closely examine texts in order to consider the choices author's make when writing narrative texts and infer the purpose of their choices.

2017 SOL	2024 SOL
<p>3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <ul style="list-style-type: none"> a. Set a purpose for reading. b. Make connections between reading selections. d. Compare and contrast settings, characters, and plot events. f. Identify the narrator of a story. i. Identify the conflict and resolution. j. Identify the theme. 	<p>3.RL.3- Integration of Concepts</p> <ul style="list-style-type: none"> A. Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge. B. Compare and contrast details in paired literacy and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events. C. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
<p>Revisions:</p> <ul style="list-style-type: none"> • 3.RL.3 A- Expands upon the skill addressed in 3.5a from the 2017 English Standards of Learning; specifies activating prior and background knowledge. • 3.RL.3 B- Addresses skills in 3.5b/j from the 2017 English Standards of Learning; increases the rigor by comparing and contrasting themes, topics, and patterns of events in paired texts. • 3.RL.3 C- Addresses skills in 3.5b/d/i/j from the 2017 English Standards of Learning; increases the rigor by comparing and contrasting themes, settings, and plots of stories written by the same author about similar characters. 	

The focus for Third Grade Reading Literary Text 3 is to strengthen students’ capacity to think deeply within and between texts. These standards reflect current science-based reading research. They expand upon, provide specificity, and increase the rigor of similar standards from the 2017 English Standards of Learning 3.5.

The 2024 English Standards of Learning offer clarity that in Third Grade these standards are met by students reading a variety of grade-level complex texts to include paired passages.



Reading Informational Text

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

2017 SOL	2024 SOL
<p>3.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> a. Identify the author's purpose. b. Use prior and background knowledge as context for new learning. f. Summarize information found in nonfiction texts. g. Identify the main idea. h. Identify supporting details. 	<p>3.RI.1 Key Ideas and Confirming Details</p> <ul style="list-style-type: none"> A. Determine the main idea of multi-paragraph texts as well as specific paragraphs within them. 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. C. Identify and explain how an author uses reasons and evidence to support specific points in texts.
<p>Revisions:</p> <ul style="list-style-type: none"> • 3.RI.1 A- Addresses skills in 3.6g from the 2017 English Standards of Learning; specifies determining the main idea of multi-paragraph texts as well as specific paragraphs within a text. • 3.RI.1 B- Addresses skills in 3.6f/h from the 2017 English Standards of Learning; 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. • 3.RI.1 C- Addresses skills in 3.6a from the 2017 English Standards of Learning; increases rigor by requiring identifying and explaining how an author uses reasons and evidence to support specific points in a text. 	

The focus for Grade 3 Reading Informational Text 1 is for students to demonstrate comprehension for the key ideas and confirming details in an informational text. These include determining the main idea of multi-paragraphs texts or specific paragraphs within a text, summarizing using appropriate transition words based on the topic of the text, and identifying and explaining how authors use reasons and evidence to support specific points in a text.

Skills that were addressed in 3.6 are now addressed here.

The 2024 English Standards of Learning offer specificity and increases the rigor of the standards.

2017 SOL	2024 SOL
<p>3.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> a. Identify the author's purpose. b. Use prior and background knowledge as context for new learning. f. Summarize information found in nonfiction texts. g. Identify the main idea. h. Identify supporting details. 	<p>3.RI.2 Craft and Style</p> <ul style="list-style-type: none"> 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. B. Use text features and search tools (e.g., sidebars, hyperlinks) to locate and gain information efficiently. C. Identify the author's purpose for writing, including the author's purpose for writing, including what the author wants to answer, explain, or describe.
<p>Revisions:</p> <ul style="list-style-type: none"> • 3.RI.2 A- New standard for grade 3; includes the specific organizational patterns to describe noting the major structural differences of each and how they support understanding the text. • 3.RI.2 B- New standard for grade 3; applies using text features and search tools to locate and gain information effectively. • 3.RI.2 C- Addresses skills in 3.6a from the 2017 English Standards of Learning; specifies identifying the author's purpose by including what the author wants to answer, explain, or describe. 	

The focus for Third Grade Reading Informational Text 2 is for students to demonstrate their understanding of the craft and style of an informational text. These standards included new skills, an increase in rigor, and more specificity of skills addressed in the 2017 English Standards of Learning.

The 2024 English Standards of Learning offer clarity that in Third Grade students are expected to engage in reading a variety of grade-level complex informational texts in order to: describe structural differences between organizational patterns and their impact on the overall comprehension of the ideas presented; use text features to locate and gain information efficiently; and identify an author's purpose for writing a text.

2017 SOL	2024 SOL
<p>3.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> a. Identify the author's purpose. b. Use prior and background knowledge as context for new learning. f. Summarize information found in nonfiction texts. g. Identify the main idea. h. Identify supporting details. <p>5.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> j. Compare and contrast details and ideas within and between texts. 	<p>3.RI.3 Integration of Concepts</p> <ul style="list-style-type: none"> A. Use prior (experience) and background (content) knowledge as context for new learning. B. Compare and contrast the most important points and key details presented in two texts on the same topic. C. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. D. Demonstrate comprehension by writing about what is read using the text for support.
<p>Revisions:</p> <ul style="list-style-type: none"> • 3.RI.3 A- Addresses same skills in 3.6b from the 2017 English Standards of Learning. • 3.RI.3 B- New standard for grade three; applies comparing and contrasting important details presented in two texts on the same topic. • 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. • 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. 	

The focus for Grade 3 Reading Informational Text 3 is for students to integrate concepts across a text and between texts. These standards require students to compare and contrast two texts on the same topic, which was formerly a fifth grade skill. Students are also expected to describe connections between two individuals, events, ideas, or pieces of information. The introduction of these new standards provides an increase in rigor that requires critical thinking and synthesizing of information found within a single text or between paired passages.

The 2024 English Standards of Learning offer clarity for third grade students to meet these standards, they must read content rich paired passages with similar threads, such as topics, individuals, events, and ideas.



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>3.7 The student will write legibly in cursive.</p> <ul style="list-style-type: none"> a. Write capital and lowercase letters of the alphabet. b. Sign his/her first and last names. 	<p>3.WF.1 Handwriting</p> <ul style="list-style-type: none"> A. Maintain legible printing. B. Write capital and lowercase letters of the alphabet using correct letter formation in cursive. C. Sign his/her first and last names. D. Form cursive letters with flow from one letter to the next within names and words.
<p>Revisions:</p> <ul style="list-style-type: none"> • 3.WF.1 A/B/C/D- Address same skills in 3.7a/b of the 2017 English Standards of Learning. 	

The focus for Grade 3 Foundations for Writing 1 is on students accurately and automatically writing legible print while continuing to learn proper formation and flow of cursive writing. These include writing capital and lowercase cursive letters, signing his or her first and last name, and writing names and words.

2017 SOL	2024 SOL
	<p>3.WF.2 Spelling</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>
<p>Revisions:</p> <ul style="list-style-type: none"> • 3.WF.2 A/B/C- Added to provide specificity for expectations for grade level spelling. 	

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

The 2024 English Standards of Learning provide specificity in order to highlight the importance of students using learned phonetic patterns, high-frequency words, and common affixes when spelling.

In Grade 3, the expectations for encoding (spelling) aligns with the expectations for decoding (reading). This was done purposefully because of the reciprocal nature of encoding and decoding.



Writing

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

2017 SOL	2024 SOL
<p>3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <ul style="list-style-type: none"> a. Engage in writing as a process. d. Use organizational strategies to structure writing according to type. e. Write a clear topic sentence focusing on main idea. f. Elaborate writing by including supporting details. g. Express an opinion about a topic and provide fact-based reasons for support. 	<p>3.W.1 Modes and Purposes for Writing</p> <ul style="list-style-type: none"> A. Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose. B. Write personal and fictional narratives that organize event sequences that unfold naturally. C. Write informative/explanatory texts to examine a topic that develops the topic with facts and details. D. Write opinion pieces on topics and events, supporting a point of view with facts and reasons. E. Write in response to text(s) read or heard to share thinking using supporting details from the text.
<p>Revisions:</p> <ul style="list-style-type: none"> • 3.W.1 A- Combines skills in 3.7a and 3.7d from the 2017 English Standards of Learning. • 3.W.1 B- New standard that specifies organizing personal or fictional narratives using event sequences. • 3.W.1 C- New standard that specifies writing informative or explanatory texts that develops with facts and details. • 3.W.1 D- Addresses skills in 3.7h from the 2017 English Standards of Learning; adds supporting a point of view with facts and reasons. • 3.W.1 E- New standard that applies writing in response to what is read/heard and include details from the text for support. 	

The focus for Third Grade Writing 1 is on developing students’ ability to write in a variety of modes and for different purposes, including narrative, expository, opinion, and in response to read texts. These standards were revised to provide specificity on the components of each mode of writing and to highlight the need for students to write in response to texts they read.

The 2024 English Standards of Learning for Writing 1 reflects the progression of students’ writing development in that required characteristics for each mode of writing evolves with the child.



2017 SOL	2024 SOL
<p>3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <ul style="list-style-type: none">a. Engage in writing as a process.e. Write a clear topic sentence focusing on main idea.f. Elaborate writing by including supporting details.g. Use transition words to vary sentence structure.i. Write a well-developed paragraph focusing on the main idea.	<p>3.W.2 Organization and Composition</p> <ul style="list-style-type: none">A. Engage in writing as a process to compose a well-developed paragraph. This includes:<ul style="list-style-type: none">i. Writing a clear topic sentence focusing on a main idea.ii. Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre.iii. Elaborating writing by including supporting details.iv. Using transition words to vary sentence structure.v. Providing a concluding statement.

Revisions:

- **3.W.2 A i-iv-** Addresses skills in 3.7a/e/f/g from the 2017 English Standards of Learning.
- **3.W.2 A v-** New standard that addresses concluding statements.

The focus for Third Grade Writing 2 is to engage students in the writing process to build capacity for organizing and composing writings based on purpose and genre.

The skills that were addressed in 3.8 in the 2017 English Standards of Learning are now addressed here.

The 2024 English Standards of Learning specify that grade 3 students are expected to write a well-developed paragraph. These standards clarify the elements Grade 3 students should be conscious to include when writing a paragraph, which includes: a clear topic sentence focused on the main idea; purposefully developed, selected, and organized ideas that are relevant to the purpose, topic, and genre; elaboration using supporting details; incorporation of transition words to vary sentences; and a concluding statement.

2017 SOL	2024 SOL
<p>3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>j. Revise writing for clarity of content using specific vocabulary and information.</p>	<p>3.W.3 Usage and Mechanics</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>
<p>Revisions:</p> <ul style="list-style-type: none"> • 3.W.2 A- Address skills in 3.7j from the 2017 English Standards of Learning. • 3.W.2 B- Provides specificity for grade level expectations for editing to include capitalization, usage, punctuation, and spelling. 	

The focus for Grade 3 Writing 3 is to support students in applying their knowledge of usage and mechanics to their own writing. These standards clarify that students in third grade should receive guidance and support from both their peers and adults in order to revise and edit their writing.

The 2024 English Standards of Learning provide specificity for what students should be held accountable for revising (which includes quality of ideas, organization, sentence fluency, and word choice) and editing (to include capitalization, usage, punctuation, and spelling).

Teachers should consider the Language Usage standards for more grade-level specifics of skills students should be applying and correcting within their writings.



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>3.9 The student will edit writing for capitalization, punctuation, spelling and Standard English.</p> <p>a. Use complete sentences. c. Use past and present verb tense. d. Use adjectives correctly. e. Use singular possessives.</p>	<p>3.LU.1 Grammar</p> <p>A. Produce, expand, and rearrange simple and compound sentences when speaking and writing. B. Distinguish between complete and incomplete sentences. C. Form and use comparative and superlative adjectives when speaking and writing. D. Form and use regular and irregular verbs when speaking and writing. E. Use subject-verb agreement in simple sentences. F. Eliminate double negatives when speaking and writing.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 3.LU.1 A- New standard for grade three; addresses expectations for the use of simple and compound sentences when speaking and writing. • 3.LU.1 B- New standard for grade three; addresses distinguishing between complete and incomplete sentences. • 3.LU.1 C- Addresses the skills in 3.7d/e from the 2017 English Standards of Learning. • 3.LU.1 D- Addresses the skills in 3.7c from the 2017 English Standards of Learning; provides specificity to form and use regular and irregular verbs when speaking and writing. • 3.LU.1 E- New standard for grade three; provides specificity to use subject-verb agreements in simple sentences. • 3.LU.1 F- New standard for grade three; applies eliminating double negatives to both speaking and writing. 	

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

These standards address skills from 3.9 in the 2017 English Standards of Learning.

The 2024 English Standards of Learning introduces new standards and provides specificity in order to improve the progression of skills across grade levels and to increase rigor.

When instructing students on these standards, it is important to remember that students should be encouraged to apply knowledge of these skills within their oral language communication prior to being asked to use them when writing.

2017 SOL	2024 SOL
<p>3.9 The student will edit writing for capitalization, punctuation, spelling and Standard English.</p> <p>f. Use commas in a simple series.</p> <p>h. Use apostrophes in contractions with pronouns and in possessives.</p>	<p>3.LU.2 Mechanics</p> <p>A. Use commas in series, dates, addresses, and in greetings and closings of letters.</p> <p>B. Use apostrophes to form contractions and frequently occurring possessions in writing.</p> <p>C. Capitalize holidays, names, and places.</p> <p>D. Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge.</p> <p>E. Consult reference materials, including beginning dictionaries to check and correct spelling.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 3.LU.2 A- Addresses skills in 3.9f from the 2017 English Standards of Learning; specifies comma use in series, dates, addresses, greetings, and closings of letters. • 3.LU.2 B- Addresses skills in 3.9h from the 2017 English Standards of Learning. • 3.LU.2 C- New standard for grade three; applies capitalizing to holidays, names, and places. • 3.LU.2 D- New standard for grade three; provides specificity of types of learned spelling patterns such as high frequency words and grade level word analysis knowledge. • 3.LU.2 E- New standard in grade three; applies use of reference materials to check and correct spelling. 	

The focus of the 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 Third Grade level, these standards support students when editing their writing.



Communications and Multimodal Literacies

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

2017 SOL	2024 SOL
<p>3.1 The student will effective communication skills in a variety of settings.</p> <ol style="list-style-type: none"> Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing. Present accurate directions to individuals and small groups. Ask and respond to questions from teachers and other group members. Orally summarize information expressing ideas clearly. Use language appropriate for context and audience. Increase listening and speaking vocabularies. Participate in collaborative discussions. Work respectfully with others in pairs, diverse groups, and whole class settings. 	<p>3.C.1 Communication, Listening, and Collaboration</p> <ol style="list-style-type: none"> Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and texts. This includes: <ol style="list-style-type: none"> Listening actively and speaking using agreed-upon discussion rules. Respectfully building on others' ideas and expressing their own clearly. Asking and responding to questions to acquire or confirm information on a topic and link their comments to the remarks of others. Actively engaging throughout the collaboration.
<p>Revisions:</p> <ul style="list-style-type: none"> 3.C.1 A.i- Addresses skills in 3.1a from the 2017 English Standards of Learning. 3.C.1 A.ii-iv- Addresses skills in 3.1b/c/d/f/g/h from the 2017 English Standards of Learning. 	

Third Grade Communication and Multimodal Literacies 1 focuses on students building skills around communication, listening, and collaboration. These standards require students to participate in a range of collaborative discussions, which provides opportunities to demonstrate active listening and engagement, follow agreed-upon rules for discussions, practice building on others' ideas as well as expressing their own, and acquiring or confirming information by asking and responding to questions.

The 2024 English Standards of Learning integrate skills between strands. This integration of literacy skills recognizes that students will often demonstrate an understanding of new learning through oral communication experiences prior to applying their learning to their reading and writing.

2017 SOL	2024 SOL
<p>3.1 The student will effective communication skills in a variety of settings. e. Use language appropriate for context and audience.</p> <p>3.2 The student will give oral presentations. a. Speak clearly using appropriate volume. b. Speak at an understandable rate. d. Organize ideas sequentially or around major points of information using appropriate facts and relevant details. e. Use contextually appropriate language and specific vocabulary to communicate ideas.</p>	<p>3.C.2 Speaking and Presentation of Ideas A. Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes: i. Using descriptive details and appropriate facts to support themes or central ideas. ii. Speaking audibly with appropriate pacing, prosody, and voice level. iii. Using language (formal or informal) and style as appropriate to audience, topic, and purpose.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 3.C.2 A.i-ii- Addresses skills in 3.1e, 3.2a, 3.2b, and 3.2d from the 2017 English Standards of Learning. • 3.C.2 A.iii- Addresses skills in 3.2e from the 2017 English Standards of Learning. 	

Grade 3 Communication and Multimodal Literacies 2 focuses on students building skills in order to effectively share their ideas through speaking and developing the cognitive processes necessary for presenting their ideas in an organized and focused manner.

These standards combined skills that were addressed in 3.1 and 3.2 in the 2017 English Standards of Learning.

The 2024 English Standards of Learning highlight the importance of the reciprocal nature of speaking and writing. By focusing on students’ speaking skills, teachers are strengthening students’ writing and vice versa.

2017 SOL	2024 SOL
3.2 The student will give oral presentations. f. Use multimodal tools to create presentations and enhance communication.	3.C.3 Integrating Multimodal Literacies A. Create a simple presentation using multimodal tools that enhance the topic and/or presentation.
Revisions: <ul style="list-style-type: none"> • 3.C.3 A- Addresses skills in 3.2f from the 2017 English Standards of Learning. 	

Third Grade Communication and Multimodal Literacies 3 focuses on integrating multimodal literacies.

This standard addresses 3.2f in the 2017 English Standards of Learning.

Students in third grade are expected to develop a simple presentation using multimodal tools, which are purposefully selected to enhance their topic or presentation. To successfully meet the expectations of this standard, third grade students will need to use many skills from multiple strands. In this, the standard is about authentically integrating literacies.



Research

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Let's finish by looking at the Research Strand.

2017 SOL	2024 SOL
<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"> a. Construct questions about a topic. b. Access appropriate resources. c. Collect and organize information about the topic. d. Evaluate the relevance of information. e. Avoid plagiarism and use own words. f. Demonstrate ethical use of the Internet. 	<p>3.R.1 Evaluation and Synthesis of Information</p> <ul style="list-style-type: none"> A. Identify a topic and generate questions to explore the topic. B. Locate information in reference texts, electronic resources, provided resources, or through interviews and take brief notes on sources. C. Organize evidence into relevant categories, recognizing that some sources may be more reliable than others. D. Organize and share information orally, in writing, or through visual display. E. Avoid plagiarism, giving credit to sources of information (title and author when available).
<p>Revisions:</p> <ul style="list-style-type: none"> • 3.R.1 A- Addresses skills addressed in 3.10a from the 2017 English Standards of Learning. • 3.R.1 B- Addressed skills addressed in 3.10b from the 2017 English Standards of Learning; provides specificity of the types of materials from which to locate information; increases rigor by requiring practice in taking brief notes on the sources. • 3.R.1 C- Combines skills addressed in 3.10c/d from the 2017 English Standards of Learning. • 3.R.1 D- New standard for grade three; applies organization and sharing of information in various modes such as orally, in writing, or via visual display. • 3.R.1 E- This is 3.10e/f from the 2017 English Standards of Learning. 	

Third Grade Research focuses on students learning to evaluate and synthesize information in order to conduct research. These standards clarify the process by which students will conduct their research.

Grade 3 students will begin by identifying a topic and generating questions. Then they will locate information in a variety of sources. Next, third graders will organize evidence collected into relevant categories, being mindful that some sources are more reliable than others. Finally, students will share their researched information in a variety of ways, including orally, in writing, or through a multimodal presentation.

Throughout the process, students should avoid plagiarism by giving credit to sources used.



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.

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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 of 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.



Questions?

Reach out to the VDOE
English Team

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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.