

# 2024 ENGLISH STANDARDS OF LEARNING

Grade 6

Overview of Revisions from 2017 to 2024



Welcome to the Grade 6 Overview of Revisions to the English Standards of Learning from 2017 to 2024.

It would be helpful to have a copy of the Grade 6 – Crosswalk (Summary of Revisions) and a copy of the 2024 Grade 6 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*



Our purpose is to provide an overview of the 2024 English Standards of Learning and 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



First, we will share the implementation timeline for the 2024 English Standards of Learning.

Then, we will discuss 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.

Finally, we will 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, Virginia Department Of Education staff is partnering with teams of teachers and specialists to develop and provide various 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 school 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

- Provided clarity for grade-level expectations around text complexity.
- Ensured coherence within a grade level between the strands, and vertically across grade levels.
- Added the Developing Skills Readers and Building Reading Stamina strand to emphasize text reading and fluency.
- Added the Language Usage strand to house grade level expectations for grammar and usage when applied to speaking and writing.



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

By adding the Developing Skills Readers and Building Reading Stamina strand, there is a continued emphasis on text reading and fluency as the student begins to read and comprehend more complex literary and informational text.

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 and Multimodal Literacies	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 increased in number of strands, from four in 2017 to ten in 2024. This restructuring of strands was done purposefully to provide additional support around the skills all students need to be strategic readers and writers.

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

<b>Foundations for Reading (through grade 5)</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 (through grade 5)</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 specific to Kindergarten because that is the grade level where those skills are the focus.

Please take time to look over the strands and sub-strands for Grade 6. The strands in the Grade 6 2024 English Standards of Learning have sub-strands. We will review the strands and sub-strands for Grade 6 in this presentation.

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

- Strand
  - Sub Strand
    - Standard
    - Standard
  - Sub Strand
    - Standard
    - Standard
    - Standard
- 6.RI- Reading Informational Text
  - 6.RI.1-Key Ideas and Confirming Details
    - A- Summarize texts, including their main idea(s) and how they are developed with specific details.
    - B- Describe how a key individual, event or idea is introduced, illustrated, and elaborated in historical, scientific, or technical texts (e.g., through examples or anecdotes).
  - 6.RI.2- Craft and Style
  - 6.RI.3- Integration of Concepts



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 Grade 6, there are three sub-strands: 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.



<b>Grade 6 (2017 SOL to 2024 SOL Numbering)</b> <ul style="list-style-type: none"> <li>6.1—&gt;6.C.1</li> <li>6.2—&gt;6.C.2</li> <li>6.3—&gt;6.C.3, 6.C.4</li> <li>6.4—&gt;6.RV.1</li> <li>6.5—&gt;6.DSR, 6.RL.1, 6.RL.2, 6.RL.3</li> <li>6.6—&gt;6.DSR, 6.RI.1, 6.RI.2, 6.RI.3</li> <li>6.7—&gt;6.W.1, 6.W.2, 6.W.3</li> <li>6.8—&gt;6.W.3, 6.LU.1, 6.LU.2</li> <li>6.9—&gt; 6.R.1</li> </ul>	<b>Parameter Changes/Clarifications (2024 SOL)</b> <ul style="list-style-type: none"> <li>6.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently.</li> <li>6.DSR.1 A. - Combines skill identified in 2017 6.5k and 6.6k with new content additions in 2024 (see the "Additions to Grade 6" section).</li> <li>6.DSR.1 B. - Combines 2017 6.5 and 6.6 to demonstrate comprehension when reading both literary and informational texts at the grades 6-8 band.</li> <li>6.DSR.1 C. - Combines 2017 6.5f, 6.6e, and 6.7f to apply comprehension of what is read through discussion and/or writing by providing textual evidence utilizing skills such as supporting claims, making inferences, and drawing conclusions.</li> <li>6.DSR.1 E. - Addresses skill identified in 2017 6.5k and 6.6k to use reading strategies effectively when encountering a challenging section of text. Specifies reading strategies that could be used.</li> </ul>
<b>Deletions from Grade 6 (2017 SOL)</b> <ul style="list-style-type: none"> <li>6.8.d - Eliminate double negatives.</li> <li>6.8e - Use quotation marks with dialogue. [This strand has been moved in 2024 to 4.LU.2.B.]</li> </ul>	<b>Additions to Grade 6 (2024 SOL)</b> <ul style="list-style-type: none"> <li>6.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently</li> <li>6.DSR.1. A. - Addresses specific fluency skills that support reading comprehension, including self-monitoring when reading</li> <li>6.DSR.1. D. -Engages regularly opportunities to read conceptually related texts through various reading experiences.</li> </ul>



This is a snapshot of the Grade 6 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



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
N/A	See Kindergarten through grade five for the Foundations for Reading standards.
<b>Revisions:</b> <ul style="list-style-type: none"> <li>• Foundations for Reading begins in grade K and ends in Grade 5.</li> </ul>	



Foundations for Reading is a strand with standards for the elementary grades. The Foundations for Reading strand focus on fostering students’ understanding and working knowledge of foundational reading skills. The Foundations for Reading strand is organized into three categories: Print Concepts, Phonological and Phonemic Awareness, and Phonics and Word Analysis. The foundational skills addressed in these standards are necessary and important components in developing proficiency in reading, but they are not the end goal themselves. By the secondary level, students should have a solid reading foundation that will be built upon in other standards. Refer to the K-5 standards as appropriate for scaffolding, review, intervention or remediation purposes to reach grade-level expectations.

# Developing Skilled Readers and Building Reading Stamina



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

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. Strands from the 2017 Reading Standards (e.g., reading fiction, reading nonfiction, and reading vocabulary) have been included into Developing Skilled Readers and will support opportunities for cross-curricular content.

This strand serves as the bedrock for grade-level reading comprehension expectations and should be applied when students are reading, writing, collaborating, and researching.

2017 SOL	2024 SOL
<p><b>6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.</b></p> <p>b) Describe cause and effect relationships and their impact on plot.  e) Describe how word choice and imagery contribute to the meaning of a text.  f) Draw conclusions and make inferences using the text for support.  g) Identify the characteristics of a variety of genres.  i) Compare/contrast details in literary and informational nonfiction texts.  k) Use reading strategies to monitor comprehension throughout the reading process.</p> <p><b>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b></p> <p>b) Identify main idea.  e) Draw conclusions and make inferences based on explicit and implied information.  h) Differentiate between fact and opinion.  i) Identify cause and effect relationships.  k) Use reading strategies to monitor comprehension throughout the reading process.</p>	<p><b>6.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain worthwhile knowledge and vocabulary, and using reading strategies when comprehension breaks down.</b></p> <p>A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding when necessary (<b>Reading Fluency, K-12</b>).</p> <p>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (<b>Text Complexity, 2-12</b>).</p> <p>C. When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (<b>Textual Evidence, K-12</b>).</p> <p>D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (<b>Deep Reading on Topics to Build Knowledge and Vocabulary, K-12</b>).</p> <p>E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (<b>Reading Strategies 3-12</b>).</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>•6.DSR.1 - Focuses on building knowledge and reading comprehension fluently.</li> <li>•6.DSR.1.A. - Combines 2017 6.5k &amp; 6.6k to address specific fluency skills that support reading comprehension</li> <li>•6.DSR.1.B - Combines 2017 6.5 &amp; 6.6 to show comprehension when reading both literary and informational texts</li> <li>•6.DSR.1.C - Combines 2017 6.5f, 6.6e, and 6.7f to apply comprehension of what is read through discussion and/or writing</li> <li>•6.DSR.1.E- Addresses skill identified in 2017 6.5k and 6.6k to use reading strategies effectively &amp; specifies reading strategies that could be used.</li> </ul>	



In this strand, the student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain worthwhile knowledge and vocabulary, drawing conclusions and making inferences, and using reading strategies to support reading comprehension.

The Developing Skilled Readers and Building Reading Stamina strand states that students are expected to read not just a "variety of texts," but a range of challenging, content-rich texts. There is a focus on reading fluency and active reading strategies that must occur with both literary and informational texts. This strand also specifies reading strategies that could be used such as attending to text structure, summarizing, asking questions, and others.

Several strands from the 2017 Standards of Learning 6.5 and 6.6 are combined to show the connection between fiction and nonfiction. For example, 6.DSR.1.B combines 2017's 6.5 & 6.6 to show comprehension when reading both literary and informational texts. Likewise, 6.DSR.E combines 2017's 6.5k and 6.6k into one strand to use reading strategies effectively across literary and informational texts. Lastly, 6.DSR.1 C combines 6.5f, 6.6c, and 6.7 to apply comprehension of what is read through discussion and/or writing.

Other strands from 2017 Standards of Learning are combined for specificity. For example, 6.DSR.1.A combines 2017's 6.5k & 6.6k to address specific fluency skills to support reading comprehension, like accuracy, automaticity, appropriate rate, and meaningful expression.

# Reading and Vocabulary



A powerful way to support students' vocabulary development is through reading high quality, content rich texts. The Reading and Vocabulary strand highlights how word etymology, context clues, and cross-discipline vocabulary words impact reading comprehension.



2017 SOL	2024 SOL
<p><b>6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.</b></p> <p>a) Identify word origins and derivations.  b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.  c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.  d) Identify and analyze the construction and impact of figurative language.  e) Use word-reference materials.  f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p>	<p><b>6.RV The student will systematically build vocabulary and word knowledge based on grade six content and texts.</b></p> <p><b>6.RV.1 Vocabulary Development and Word Analysis</b></p> <p>A. Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.  B. Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.  C. Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words.  D. Use the relationship between particular words, including synonyms and antonyms to better understand each word.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>•6.RV.1.A – Expands 2017 6.4f to enhance the integration of vocabulary when listening, reading, and discussing grade six texts &amp; topics</li> <li>•6.RV.1.B – Addresses skill identified in 2017 6.4c</li> <li>•6.RV.1.C – Combines 2017 6.4a &amp; 6.4b</li> <li>•6.RV.1.D – Addresses skill identified in 2017 6.4b</li> </ul>	



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The focus for Grade Six of the 2024 Reading and Vocabulary strand is for students to systematically build vocabulary and word knowledge based on grade six content and texts.

This strand addresses skills that were in the 6.4 Standard of the 2017 English Standards of Learning. One goal of expanding 6.4f is to enhance the integration of vocabulary when listening, reading, and discussing grade-level texts and topics.

Some skills are combined into one strand to increase the rigor. For example, 6.RV.1 C combines 2017's 6.4a and 6.4b so that students are using word origins, derivations, context, and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases. Using all of these skills will systematically build vocabulary and word knowledge.

2017 SOL	2024 SOL
<p><b>6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.</b></p> <p>a) Identify word origins and derivations.  b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.  c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.  d) Identify and analyze the construction and impact of figurative language.  e) Use word-reference materials.  f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing</p>	<p><b>6.RV The student will systematically build vocabulary and word knowledge based on grade six content and texts.</b></p> <p><b>6.RV.1 Vocabulary Development and Word Analysis</b></p> <p>E. Explain the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification.  F. Clarify the meaning of an unknown word or select the applicable definition of a word from a text by using word reference materials.  G. Use general and specialized word-reference materials, print and digital, to identify word origins and derivations and pronunciation.  H. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• <b>6.RV.1.E - Addresses skill identified in 2017 6.4d and specifies types of figurative language</b></li> <li>• <b>6.RV.1.F – Combines 2017 6.4c and 6.4e</b></li> <li>• <b>6.RV.1.G – Addresses skill identified in 2017 6.4e and 6.4f</b></li> <li>• <b>6.RV.1.H – Added to encourage using newly learned words in various contexts to support the integration of applying what is read in written and oral communications</b></li> </ul>	

This slide shows the remaining strands of the Reading and Vocabulary strand, which are 6.RV.1 E through H.

The addition of 6.RV.1 H is to encourage students to use newly learned words in various contexts. This supports one of the overarching goals of the 2024 standards, which is to integrate written and oral communications.

6.RV.1 F combines 2017's 6.4c and 6.4e to have students use word-reference materials while extending general and cross-curricular vocabulary. By combining these strands, the expectation is for students to use these word-reference materials (both print and digital) to identify word origins and pronunciations across various settings.

# Reading Literary Text



The Reading Literary Text Strand was developed to emphasize the skills necessary for reading and comprehending literary texts. This strand is organized into three categories: Key Ideas and Plot Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named "Reading Fiction."

2017 SOL	2024 SOL
<p><b>6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.</b></p> <p>a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.  c) Explain how an author uses character development to drive conflict and resolution.  d) Differentiate between first and third person point-of-view.  e) Describe how word choice and imagery contribute to the meaning of a text.  h) Identify and analyze the author's use of figurative language.  j) Identify transitional words and phrases that signal an author's organizational pattern.</p>	<p><b>6.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.</b></p> <p><b>6.RL.1 Key Ideas and Plot Details</b></p> <p>A. Summarize texts, including determining the central theme of stories, plays, or poems, and how they are conveyed through specific details.  B. Describe plot developments in stories and dramas by examining the initiating event, central conflict, rising action, climax, falling action, and resolution.  C. Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot.  D. Explain how static and dynamic characters impact the plot.  E. Explain the role of the protagonist and antagonist on plot events.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>6.RL.1.B, C, D, and E – Addresses 2017 6.5a, 6.5g, and 6.5c to explicitly identify structural components of exposition, types of conflicts, how static and dynamic characters impact the plot, and how the protagonist and antagonist impact the plot.</li> </ul>	

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The focus for Grade Six Reading Literary Texts 1 is for students to demonstrate understanding of key ideas and plot details in literary texts. The term "grade level literary texts" is added to the main strand. This section contains standards that directly address the literary elements (e.g., characterization, literary forms) that impact the plot and theme.

The 2024 English Standards of Learning offer clarity by explicitly identifying the details of the strand. For example, the details of plot and conflict that were previously found in the curriculum framework document are now included directly in the 6.RL.1 B standard. Likewise, 6.RL.1 C includes the types of internal and external conflicts directly in the standard. This revision allows for a more thorough and efficient understanding of the expectations.

These standards increase the rigor of similar standards from the 2017 English Standards of Learning 6.5. For example, the addition of 6.RL.1 A adds detail to the task of summarizing, specifically including determining the central theme of a text and how the theme is conveyed through specific details.

2017 SOL	2024 SOL
<p><b>6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.</b></p> <p>a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.  c) Explain how an author uses character development to drive conflict and resolution.  d) Differentiate between first and third person point-of-view.  e) Describe how word choice and imagery contribute to the meaning of a text.  h) Identify and analyze the author's use of figurative language.  j) Identify transitional words and phrases that signal an author's organizational pattern.</p>	<p><b>6.RL.2 Craft and Style</b></p> <p>A. Describe the poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) and their intended impact on the reader.  B. Explain elements of author's style as purposeful choices (e.g., imagery, figurative language, and word choice) to develop tone.  C. Explain how an author develops the point of view of the narrator or speaker in a text and influences how events are described in stories, plays, or poems.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• <b>6.RL.2 A – Clarifies and integrates skills in 2017 6.4d, 6.5e, and 6.5h to explicitly describe how specific poetic elements impact the reader in both prose and poetry</b></li> <li>• <b>6.RL.2 B – Expands 2017 6.5h to explicitly identify elements of an author's style that can impact tone.</b></li> <li>• <b>6.RL.2 C - Combines &amp; expands 2017 6.5d and 6.5b to clarify how the author's use of point of view influences events in stories, plays, or poems. Also specifies the types of point of view</b></li> </ul>	

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The focus for Grade Six Reading Literary Texts 2, Craft and Style, is for students to understand how the author's choice of vocabulary, rhetorical devices, figurative language, and text organization/structure are used to convey a message. The revisions are designed to provide clarity to specific elements of craft and style such as poetic elements, literary devices, and point of view.

Some skills are combined into one strand to increase the rigor. For example, 6.RL.2 A integrates skills from 2017's 6.4d, 6.5e, and 6.5h to explicitly describe how certain poetic elements impact the reader in both prose and poetry. The strand specifies poetic elements like rhyme, rhythm, repetition, alliteration, and onomatopoeia. Similarly, 6.RL.2 C combines and expands 2017 6.5b and 6.5d to clarify how the author's use of point of view actually influences events in the text. In this standard, students are also expected to explain how the author develops this point of view, instead of just differentiating between point of view as stated in 2017's 6.5d. These changes provide clarity to the elements of craft and style.

2017 SOL	2024 SOL
<p><b>6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.</b></p> <p>a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.  b) Describe cause and effect relationships and their impact on plot.  c) Explain how an author uses character development to drive conflict and resolution.  d) Differentiate between first and third person point-of-view.  e) Describe how word choice and imagery contribute to the meaning of a text.  h) Identify and analyze the author's use of figurative language.  j) Identify transitional words and phrases that signal an author's organizational pattern.</p>	<p><b>6.RL.3 Integration of Concepts</b></p> <p>A. Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.  B. Compare and contrast details in two or more paired literary fiction and nonfiction texts on the same topic or with similar themes, including how chapters, scenes, or stanzas work together to provide the overall structure of each text.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• <b>6.RL.3.A</b> - Clarifies 2017 6.5b to explain how interactions effect and influence the text.</li> <li>• <b>6.RL.3.B</b> – Includes 2017 6.7j and unpacks 2017 6.5i by providing greater specificity around the types of texts that can be used for comparison</li> </ul>	



The focus for Grade Six Reading Literary Texts 3, Integration of Concepts, is to provide explicit skills students will engage in when comparing multiple texts. These are new standards and reflect current science-based reading research.

The 2024 English Standards of Learning offer clarity by providing greater specificity within the standard. For example, 6.RL.3 A expands on cause-and-effect relationships and their impact on plot (6.5b) to describe how interactions within a text influence one another. The standard now specifies those interactions as being between individuals, settings, events, and ideas. Likewise, 6.RL.3 B describes how types of paired texts can be used for comparison (same topic or similar theme, including how chapters, scenes, or stanzas work together).

# Reading Informational Text



Now let's look at the standard focusing on Reading Informational Texts. The Reading Informational Text Strand was developed to emphasize the skills necessary for reading and comprehending complex informational text. This strand is organized into three categories: Key Ideas and Confirming Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named "Reading Nonfiction."

2017 SOL	2024 SOL
<p><b>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b></p> <p>a) Skim materials using text features such as type, headings, and graphics to predict and categorize information.  c) Summarize supporting details.  d) Create an objective summary including main idea and supporting details.  f) Identify the author's organizational pattern(s).  g) Identify transitional words and phrases that signal an author's organizational pattern.  h) Differentiate between fact and opinion.  j) Analyze ideas within and between selections providing textual evidence.</p>	<p><b>6.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts.</b></p> <p><b>6.RI.1 Key Ideas and Confirming Details</b></p> <p>A. Summarize texts, including their main idea(s) and how they are developed with specific details.  B. Describe how a key individual, event or idea is introduced, illustrated, and elaborated in historical, scientific, or technical texts (e.g., through examples or anecdotes).  C. Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons, from claims that are not.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• <b>6.RI.1.A – Combines 2017 6.6b and 6.6c</b></li> <li>• <b>6.RI.1.B – Enhances 2017 6.6j to clarify how to describe historical, scientific, or technical texts (through examples or anecdotes)</b></li> <li>• <b>6.RI.1.C – Combines skills in 2017 6.6b, 6.6e, 6.6h, 6.6i, and 6.6j to trace the argument of specific claims that are and are not supported with textual evidence</b></li> </ul>	

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The focus for Grade Six Reading Informational Texts 1 is for students to deepen and demonstrate comprehension of complex informational text, textual elements, structures, and purposes.

The 2024 English Standards of Learning offer clarity by providing greater specificity within the standard. For example, 6.RI.1 B offers examples of how to describe key individuals, events, or ideas in texts, which is through examples or anecdotes.

6.RI.1 C combines skills from five strands from 2017 Standards of Learning for clarity and precision. Also, using the verbiage, "trace the argument" indicates a higher level of bloom's taxonomy, which thus increases the rigor.



2017 SOL	2024 SOL
<p><b>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b></p> <p>a) Skim materials using text features such as type, headings, and graphics to predict and categorize information.  c) Summarize supporting details.  d) Create an objective summary including main idea and supporting details.  e) Draw conclusions and make inferences based on explicit and implied information.  f) Identify the author's organizational pattern(s).  g) Identify transitional words and phrases that signal an author's organizational pattern.  h) Differentiate between fact and opinion.  j) Analyze ideas within and between selections providing textual evidence</p>	<p><b>6.RI.2 Craft and Style</b></p> <p>A. Determine the purpose of text features (e.g., boldface and italics type; type set in color; underlining; graphics and photographs; and heading and subheadings).  B. Explain how an author's word choice, organizational pattern, and language structure convey the author's purpose.  C. Explain how an author establishes and conveys a perspective or purpose in an informational text.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• <b>6.RI.2.A</b> – Explicitly identifies text features from 2017 6.6a that can be used to help determine a purpose</li> <li>• <b>6.RI.2.B</b> – Combines 2017 6.6f and 6.6g</li> <li>• <b>6.RI.2.C</b> – Clarifies 2017 6.6e and 6.6h to explain how the author establishes a perspective in an informational text</li> </ul>	



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

The 2024 Standards of Learning enhance the standards. For example, 6.RI.2 A specifically identifies a variety of text features in the strand such as boldface and italics type, type set in color, and so on. Also, 6.RI.2 B combines 2017's 6.6f and 6.6g to connect elements of organizational pattern with author's purpose. This combination increases the rigor because students are expected to do more than just identify these features in a text.

2017 SOL	2024 SOL
<b>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b>  a) Skim materials using text features such as type, headings, and graphics to predict and categorize information. c) Summarize supporting details. d) Create an objective summary including main idea and supporting details. f) Identify the author's organizational pattern(s). g) Identify transitional words and phrases that signal an author's organizational pattern. h) Differentiate between fact and opinion. j) Analyze ideas within and between selections providing textual evidence.	<b>6.RI.3 Integration of Concepts</b>  A. Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas. B. Compare and contrast one author's presentation of ideas or events with another's identifying where the texts agree or disagree.
<b>Revisions:</b> <ul style="list-style-type: none"> <li>• <b>6.RI.3.A – Provides specific types of selections from 2017 6.6 that students can engage in when describing selections</b></li> <li><b>6.RI.3.B – Clarifies skills in 2017 6.6j</b></li> </ul>	

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The focus for Grade Six Reading Informational Texts 3 is on students' integration of concepts across a text and between texts. 6.RI.3 showcases how multiple texts can be compared, contrasted, and analyzed when reading informational texts.

Again the 2024 standards provide more specificity. 6.RI.3 A identifies specific types of selections from 2017's 6.6 that students can engage in when describing texts. For example, they can describe ideas within and between selections, including specific sentences, paragraphs, or sections that contribute to the overall development of ideas.

6.RI.3 B clarifies skills in 2017's 6.6j to compare and contrast one author's presentation of ideas or events with another's, identifying specifically where the texts agree or disagree. This revision clarifies what "analyzing ideas" means in 6.6j.

# 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. While there are no Foundations for Writing strands in middle school, teachers may reference the Kindergarten through Grade 5 Foundations for Writing Standards as needed.

2017 SOL	2024 SOL
N/A	See Kindergarten through Grade 5 for Foundations for Writing
<b>Revisions:</b> Foundations for Writing begins in Kindergarten and ends in Grade 5.	

Teachers should be familiar with the expectations in the strand that could help differentiate and align instruction according to student needs. Just like the Foundations for Reading Strand, teachers should be aware of where to find this strand to support writing instruction as needed in the classroom. See Kindergarten through grade five for Foundations for Writing standards.

# Writing



Now we'll dig deeper into the standards focusing on Writing. This strand has been organized into three categories: Modes and Purposes for Writing, Organization and Composition, and Usage and Mechanics. In 2017, Grammar and Usage were part of the Writing strand, and it has been moved to Language Usage in 2024.

2017 SOL	2024 SOL
<p><b>6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.</b></p> <p>a) Engage in writing as a recursive process.  b) Choose audience and purpose.  c) Use a variety of prewriting strategies to generate and organize ideas.  d) Organize writing to fit mode or topic.  e) Write narratives to include characters, plot, setting, and point of view.  f) Establish a central idea incorporating evidence and maintaining an organized structure.  g) Compose a thesis statement for expository and persuasive writing.  h) Write multi-paragraph compositions with elaboration and unity.  i) Use transition words and phrases.  j) Select vocabulary and information to enhance the central idea, tone, and voice.  k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.  l) Revise writing for clarity of content including specific vocabulary and information.</p>	<p><b>6.W The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.</b></p> <p><b>6.W.1 Modes and Purposes for Writing</b></p> <p>A. Write narratives to entertain, to share a personal experience, or to alter an existing story that uses narrative techniques to develop the characters, event(s), and experience(s).  B. Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.  C. Write persuasively about topics or texts, including media messages, supporting well-defined claims with clear reasons and evidence that are logically grouped.  D. Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>

**Revisions:**

- **6.W.1.A-** Aligns with 2017 6.7d and 6.7e skills
- **6.W.1.B-** Provides skills aligned to expository writing
- **6.W.1.C-** Provides skills aligned to persuasive writing
- **6.W.1.D –** Provides skills aligned to reflective writing

The focus for Grade 6 Writing 1 is on the modes and purposes for writing. This section contains strands and skills associated with writing narratives, expository texts, persuasively about topics or texts, and reflectively in response to text(s).

The Grade 6 Writing 1 strand unpacks each type of writing in a separate substrand. This revision provides clarity for teachers and students in regard to mode and purpose. The strand also includes the phrase "linked to grade six content and texts" to encourage integration among reading and writing.

6.W.1 A provides skills aligned to narrative writing and gives examples of the purpose for that type of writing (ie.to share a personal experience).

6.W.1 B provides skills aligned to expository writing like logically conveying ideas and information using certain text structures.

6.W.1 C provides skills aligned to persuasive writing like supporting well-defined claims with clear reasons and evidence.

6.W.1 D provides skills aligned to reflective writing like demonstrating thinking with details and examples.

2017 SOL	2024 SOL
<p><b>6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.</b></p> <p>a) Engage in writing as a recursive process.  b) Choose audience and purpose.  c) Use a variety of prewriting strategies to generate and organize ideas.  d) Organize writing to fit mode or topic.  e) Write narratives to include characters, plot, setting, and point of view.  f) Establish a central idea incorporating evidence and maintaining an organized structure.  g) Compose a thesis statement for expository and persuasive writing.  h) Write multi-paragraph compositions with elaboration and unity.  i) Use transition words and phrases.  j) Select vocabulary and information to enhance the central idea, tone, and voice.  k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.  l) Revise writing for clarity of content including specific vocabulary and information.</p>	<p><b>6.W.2 Organization and Composition</b></p> <p>A. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:  i. Composing a thesis statement that focuses the topic and introduces the piece clearly.  ii. Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.  iii. Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.  iv. Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.  v. Selecting vocabulary and information to enhance the central idea, tone, and voice.  vi. Expanding and embedding ideas to create sentence variety.  vii. Providing a concluding statement or section</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• <b>6.W.2.A – Aligns and combines skills identified in 2017 6.7b, 6.7c, and 6.7d</b></li> <li>• <b>6.W.2.A.i - Aligns and clarifies 2017 6.7g by expanding on thesis statement purpose</b></li> <li>• <b>6.W.2.A.ii- Aligns and clarifies 2017 6.7f to fit the form and topic of the piece</b></li> <li>• <b>6.W.2.A.iii – Aligns and clarifies 2017 6.7h by including how to elaborate ideas</b></li> <li>• <b>6.W.2.A.iv – Aligns and clarifies 2017 6.7i by including how and when to use transition words</b></li> <li>• <b>6.W.2.A.v – Aligns with 2017 6.7j</b></li> <li>• <b>6.W.2.A.vi – Aligns with 2017 6.7k</b></li> <li>• <b>6.W.2.A.vii – Added to ensure a concluding statement or section is included in the piece</b></li> </ul>	



The focus for Grade 6 Writing 2 is on organization and composition. This section contains the skills associated with the recursive writing process, such as planning, drafting, revising, and editing when writing multi-paragraph texts.

The strand explicitly highlights how students generate and organize writing from the thesis statement (6.W.2.A.i) through the concluding statement (6.W.2.A.vii). The strands add more information about each skill; for example, 6.W.2.A.i expands on the purpose of a thesis statement (to focus the topic and introduce the piece clearly). Similarly, 6.W.2.A.iii includes details on how to elaborate ideas and 6.W.2.A.iv includes how and when to use transition words.

6.W.2.vii was added to ensure a concluding statement or section is included in the piece of writing. The wording of this strand is important to note because not every piece of writing necessarily requires a formal "conclusion," but every piece does require a concluding statement or section.

2017 SOL	2024 SOL
<p><b>6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.</b></p> <p>a) Engage in writing as a recursive process.  b) Choose audience and purpose.  c) Use a variety of prewriting strategies to generate and organize ideas.  d) Organize writing to fit mode or topic.  e) Write narratives to include characters, plot, setting, and point of view.  f) Establish a central idea incorporating evidence and maintaining an organized structure.  g) Compose a thesis statement for expository and persuasive writing.  h) Write multi-paragraph compositions with elaboration and unity.  i) Use transition words and phrases.  j) Select vocabulary and information to enhance the central idea, tone, and voice.  k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.  l) Revise writing for clarity of content including specific vocabulary and information.</p>	<p><b>6.W.3 Usage and Mechanics</b></p> <p>A. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.  B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• <b>6.W.3.A – Aligns with 2017 6.7l</b></li> <li>• <b>6.W.3.B – Incorporates 2017 6.8h and expands 2017 6.7l to specifically use self- and peer-editing as part of the revision process.</b></li> </ul>	



The focus for Grade 6 Writing 3 is on usage and mechanics. This section contains the skills specifically addressed when revising and editing.

In 2017, Grammar and Usage were a part of the Writing strand, and it has been moved to Language Usage in 2024. However, Usage and Mechanics is still included here for the purpose of revising and editing for clarity. This connection between strands is important because it helps students effectively communicate an intended message and enhances the quality of their writing. With the 2024 Standards of Learning, the writing strands and the language usage strands work together to clarify grade level expectations. For example, 6.W.3.B notes that teachers should see Language Usage for grade level expectations in order to understand the grammar and mechanics students are expected to use in grade 6.

Strand 6.W.3 aligns and expands the 2017 6.7 and 6.8 standards. For example, 6.W.3 B incorporates 2017 6.8h and expands 6.7l to specifically use self- and peer editing as part of the revision process.



# Language Usage



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. They increase in content and rigor across the grade levels.

2017 SOL	2024 SOL
<p><b>6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</b></p> <p>a) Use subject-verb agreement with intervening phrases and clauses.  b) Use pronoun-antecedent agreement to include indefinite pronouns.  c) Maintain consistent verb tense across paragraphs.  d) Eliminate double negatives.  e) Use quotation marks with dialogue.  f) Choose adverbs to describe verbs, adjectives, and other adverbs.  g) Use correct spelling for frequently used words.  h) Use subordinating and coordinating conjunctions.</p>	<p><b>6.LU The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</b></p> <p><b>6.LU.1 Grammar</b></p> <p>A. Construct simple, compound, and complex sentences to communicate ideas clearly and add variety to writing.  B. Use pronoun-antecedent agreement, including indefinite and reflexive pronouns when speaking and writing.  C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty more precisely when speaking and writing.  D. Use phrases and clauses within a sentence and apply appropriate subject-verb agreement when speaking and writing.  E. Form and use often confusing verbs (e.g., lie/lay, sit/set, rise/raise) correctly in sentences.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• <b>6.LU.1.A - Incorporates 2017 6.8h and expands 2017 6.7k to specifically identify types of sentences</b></li> <li>• <b>6.LU.1.B – Aligns with 2017 6.8b to specifically identify types of pronouns to ensure pronoun-antecedent agreement</b></li> <li>• <b>6.LU.1.C- Aligns with 2017 6.8f to specify how adverbs can modify verbs</b></li> <li>• <b>6.LU.1.D - Aligns with 2017 6.8a &amp; 6.8f</b></li> <li>• <b>6.LU.1.E - Aligns with 2017 6.8e to specify the types of confusing verbs to use correctly</b></li> </ul>	

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The focus for Grade 6 Language Usage 1 is on students' use of grammar in both speaking and writing. The 2024 standards provide additional detail to help teachers understand the expectation.

The 2024 English Standards of Learning offer clarity by providing greater specificity within the standard. For example, 6.LU.1 A specifies types of sentences that should be used to communicate ideas when speaking and writing (simple, compound, and complex). 6.LU.1 B specifies types of pronouns to ensure pronoun-antecedent agreement (indefinite and reflexive). 6.LU.1 C specifies how adverbs can modify verbs in a variety of contexts when speaking and listening (to express manner, place, time, frequency, degree, and level of certainty). Lastly, 6.LU.1 E provides examples of confusing verbs (lie/lay, sit/set, rise/raise).

2017 SOL	2024 SOL
<p><b>6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</b></p> <p>a) Use subject-verb agreement with intervening phrases and clauses.  b) Use pronoun-antecedent agreement to include indefinite pronouns.  c) Maintain consistent verb tense across paragraphs.  d) Eliminate double negatives.  e) Use quotation marks with dialogue.  f) Choose adverbs to describe verbs, adjectives, and other adverbs.  g) Use correct spelling for frequently used words.  h) Use subordinating and coordinating conjunctions.</p>	<p><b>6.LU.2 Mechanics</b></p> <p>A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.  B. Use colons to separate hours and minutes and to introduce a list.  C. Recognize and consistently spell frequently used words accurately.  D. Consult reference materials to check and correct spelling.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• <b>6.LU.2.A</b> – Added to ensure students are writing complete sentences; specifies avoiding comma splices and run-ons in writing</li> <li>• <b>6.LU.2.B</b> – Aligns with 2017 6.8e</li> <li>• <b>6.LU.2.C</b> – Aligns with 2017 6.8g</li> <li>• <b>6.LU.2.D</b> – Aligns with 2017 6.8g to include using reference materials to check spelling</li> </ul>	

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The focus for Grade 6 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.

An addition to note is 6.LU.2. A – students are expected to construct complete sentences with appropriate punctuation to avoid comma splices and run-ons in writing. Also, 6.LU.2 D has been expanded to include using reference materials to check and correct spelling. Using reference materials appropriately will enhance language usage and is an important part of communicating effectively in both speaking and writing.

Note that the skill of using quotation marks with dialogue has moved from 2017's 6.8e to Language Usage in grade 4 (4.LU.2.B) in the 2024 Standards of Learning.



# Communications and Multimodal Literacies



We'll now dig deeper into the Communication and Multimodal Literacies Strand. This strand is about developing effective oral communication and collaboration skills. It is divided into four categories: Communication, Listening and Collaboration; Speaking and Presentation of ideas; Integrating Multimodal Literacies; and Examining Media Messages.

2017 SOL	2024 SOL
<b>6.1 The student will use effective oral communication skills in a variety of settings</b>  a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. b) Participate as a facilitator and a contributor in a group. c) Participate in collaborative discussions with partners building on others' ideas. d) Ask questions to clarify the speaker's purpose and perspective. e) Summarize the main points a speaker makes. f) Summarize and evaluate group activities. g) Analyze the effectiveness of participant interactions. h) Evaluate own contributions to discussions. i) Demonstrate the ability to collaborate with diverse teams. j) Work respectfully with others and show value for individual contributions.	<b>6.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together</b>  <b>6.C.1 Communication, Listening, and Collaboration</b>  A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes: i. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules. ii. Working respectfully by building on others' ideas and showing value for others' ideas and contributions. iii. Asking relevant questions to clarify others' perspectives. iv. Communicating agreement or tactful disagreement with others' ideas, using carefully constructed responses. v. Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions. vi. Evaluating the effectiveness of participant interactions and one's own contributions to the collaborative work.
<b>Revisions:</b> <ul style="list-style-type: none"> <li>• <b>6.C.1.A.i-</b> Aligns with 2017 6.1a</li> <li>• <b>6.C.1.A.ii-</b> Combines skills in 2017 6.1b, 6.1c, and 6.9j</li> <li>• <b>6.C.1.A.iii-</b> Combines 2017 6.1d and 6.1i</li> <li>• <b>6.C.1.A.iv-</b> Aligns to 2017 6.1j and expands to include communicating agreement or tactful disagreement to others</li> <li>• <b>6.C.1.A.v-</b> Aligns to and expands 2017 6.1e and 6.2d to integrate literacies by summarizing key ideas by using evidence to support opinions and conclusions</li> </ul>	

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Grade Six Communication 1 focuses on students building skills around communication, listening, and collaboration. This section details how students should facilitate and collaborate with diverse partners through discussions. The strands provide, explicitly, the speaking and listening skills for students to use when participating in these discussions at this grade level.

The combination of skills in 6.C.1.A ii encompasses working respectfully in a group. Students should build on and show value for other's ideas and contributions. Similarly, combining 2017's 6.1d and 6.1i in the 2024 standard 6.C.1.A iii clarifies the expectation of asking relevant questions to understand others' perspectives.

Some skills are expanded upon to increase the rigor. For example, 6.C.1.A. iv aligns with 2017's 6.1j, but includes communicating agreement or tactful disagreement with others. By 6th grade, students should know it is acceptable to disagree in a group setting, but communicating such disagreement tactfully is a necessary skill to succeed in this standard. Similarly, 6.C.1.A.v aligns with 2017's 6.1e (summarize the speaker's main points) and 6.2d (paraphrase and summarize key ideas of a presentation). By combining two standards into one strand under the substandard of Communication, Listening, and Collaboration, teachers and students recognize that summarizing a presenter's key ideas will occur across disciplines and settings.

2017 SOL	2024 SOL
<b>6.2. The student will create multimodal presentations that effectively communicate ideas.</b> a) Use effective verbal and nonverbal communication skills to deliver multimodal presentations. b) Use language and vocabulary appropriate to audience, topic, and purpose. c) Give collaborative and individual formal and informal interactive presentations. d) Paraphrase and summarize key ideas of a presentation	<b>6.C.2 Speaking and Presentation of Ideas</b> A. Report orally on a topic or present an opinion. This includes: i. Clearly communicating information in an organized or succinct manner. ii. Providing evidence to support the main idea. iii. Using language, vocabulary, and style appropriate to the audience, topic, and purpose. iv. Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message. v. Using nonverbal skills, such as proper posture and stance, gestures, and eye movement to enhance the overall message. vi. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement). vii. Referencing source material as appropriate during the presentation.
<b>Revisions:</b> <ul style="list-style-type: none"> <li>• 6.C.2.A- Explicitly states verbal and nonverbal skills</li> <li>• 6.C.2 A.i - Clarifies organization skills in 2017 6.2a</li> <li>• 6.C.2 A.ii - Clarifies providing evidence when speaking and presented as part of effective communication in 6.2a</li> <li>• 6.C.2 A.iii - Aligns with 2017 6.2b</li> <li>• 6.C.2.A.iv - Aligns to and clarifies verbal skills (volume, tone, enunciation)</li> <li>• 6.C.2.A.v - Aligns to and clarifies nonverbal skills (proper posture, stance, gestures, and eye movement)</li> <li>• 6.C.2.A.vi- Expands 2017 6.2c to identify types of audience interactions (questioning, discussion, gathering responses, and movement)</li> <li>• 6.C.2.A.vii – Expands 2017 6.9e to include cite reference source material</li> </ul>	



Grade Six Communication 2 focuses on students building skills in order to effectively share their ideas through speaking and setting the foundation for the presentation of their ideas. The strand addresses the skills needed to report orally on a topic or present an opinion.

Many of these strands align with 2017's 6.2a, expanding on verbal and nonverbal skills, organization skills, and providing evidence. For example, 6.C.2.A.iv clarifies verbal skills such as volume, tone, and enunciation and 6.C.2.A.v clarifies nonverbal skills such as proper posture, proper stance, gestures, and eye movement.

6.C.2.A.vi also expands on 2017's 6.2a by identifying types of audience interactions like questioning, discussion, gathering responses, and movement.

2017 SOL	2024 SOL
<p><b>6.3 The student will determine the purpose of media messages and examine how they are constructed.</b></p> <p>a) Compare and contrast techniques used in a variety of media messages.  b) Identify the characteristics and effectiveness of a variety of media messages.  c) Interpret information presented in diverse media formats and explain how it contributes to the topic.  d) Craft and publish audience-specific media messages.</p>	<p><b>6.C.3 Integrating Multimodal Literacies</b></p> <p>A. Use media and visual literacy skills to select, organize, and create multimodal content that articulates the purpose of the presentation, using two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).  B. Craft and publish audience-specific media messages that present claims and findings in a logical sequence.</p> <p><b>6.C.4 Examining Media Messages</b></p> <p>A. Interpret information presented in diverse media formats and explain how it contributes to the topic.  B. Explain how media messages are intentionally constructed to impact a specific audience.  C. Explain the characteristics and analyze the effectiveness of a variety of media messages by considering the results and/or impact on the intended audience.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• <b>6.C.3.A - Unpacks 2017 6.2 to specify types of communication modes and multimodal tools</b></li> <li>• <b>6.C.3.A/B- Aligns to and clarifies 2017 6.3d by expanding on the purpose of the media messages</b></li> <li>• <b>6.C.4.A - Combines 2017 6.3a and 6.3c</b></li> <li>• <b>6.C.4.B - Aligns to 2017 6.3c</b></li> <li>• <b>6.C.4.C - Aligns to 2017 6.3b</b></li> </ul>	



Grade Six Communication 3 focuses on students integrating multimodal literacies. Students should apply visual and media literacy to create and deliver multimodal presentations.

The 2024 standard 6.C.3.A unpacks 2017's 6.2 to specify types of communication modes and multimodal tools (still or moving images, gestures, spoken language, and written language). 6.C.3.A and B clarify 2017's 6.3d by expanding on the purpose of the media messages (to present claims and findings in a logical sequence).

Also on this slide is Grade Six Communication 4, Examining Media Messages. This section contains strands and skills associated with interpreting and explaining the characteristics, information, and impact of media messages on the intended audience.

Combining 2017's 6.3a and 6.3c into one strand (6.C.4.A) helps students understand that the skills of both interpretation and explanation are essential for examining media messages.




# Research



Let's finish by looking at the Research Strand. The focus of this strand is conducting research and reading conceptually related texts for a variety of purposes.

The Research strand has been organized into one category: Evaluation and Synthesis of Information.

2017 SOL	2024 SOL
<p><b>6.9 The student will find, evaluate, and select appropriate resources to create a research product.</b></p> <p>a) Formulate and revise questions about a research topic.  b) Collect and organize information from multiple sources.  c) Evaluate and analyze the validity and credibility of sources.  d) Cite primary and secondary sources.  e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.  f) Demonstrate ethical use of the Internet.</p>	<p><b>6.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.</b></p> <p><b>6.R.1 Evaluation and Synthesis of Information</b>  A. Formulate appropriately narrow questions about a research topic and refocus the inquiry when appropriate.  B. Collect information from multiple sources, using search terms effectively.  C. Organize and synthesize information from multiple sources evaluating the relevance, usefulness, validity, and credibility of each source.  D. Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.  E. Organize and share findings in formal and informal oral or written formats.  F. Give credit for information quoted or paraphrased using standard citations (e.g., author, article title and webpage, and publication date).  G. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 6.R.1.A- Aligns to 2017 6.9a</li> <li>• 6.R.1.B- Aligns to 2017 6.9b and focuses specifically on collecting information from multiple sources and using search terms effectively</li> <li>• 6.R.1.C- Aligns to 2017 6.9c and focuses on organizing and synthesizing from multiple sources. This strand clarifies actions associated with determining the validity and credibility of sources</li> <li>• 6.R.1.D- Combines 2017 6.9b and 6.9f and includes creating notes to summarize important concepts while researching</li> <li>• 6.R.1.E - Added to integrate reading, writing, communication, and research by sharing findings formally and informally</li> <li>• 6.R.1.F- Aligns to 2017 6.9b and 6.9e and explicitly incorporates traits of standard citations</li> <li>• 6.R.1.G - Aligns to 2017 6.9f and includes ethical and responsible use for artificial intelligence, the internet, and new technologies as they develop</li> </ul> 	

Grade Six Research focuses on students using conceptually related texts when conducting research. The Research strand has been organized into one category: Evaluation and Synthesis of Information. Students are encouraged to formulate questions, evaluate the validity of their research from multiple sources, and apply it in their writing and/or responses.

An addition to the 2024 Standards of Learning is 6.R.1E, which is added to integrate reading, writing, communication, and research by sharing findings both formally and informally. Also, 6.R.1G, regarding ethical use of the Internet, now includes responsible use of artificial intelligence and new technologies as they develop.

Other revisions to the 2017 Research standard provide clarity to the expectation. For example, 6.R.1B aligns to 2017 6.9b but includes the skill of using search terms effectively. This is a crucial step in conducting proper research. Similarly, 6.R.1C aligns with 6.8c, but clarifies actions associated with determining the validity and credibility of sources (evaluating the relevance and usefulness of the sources).

## 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 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 with 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.