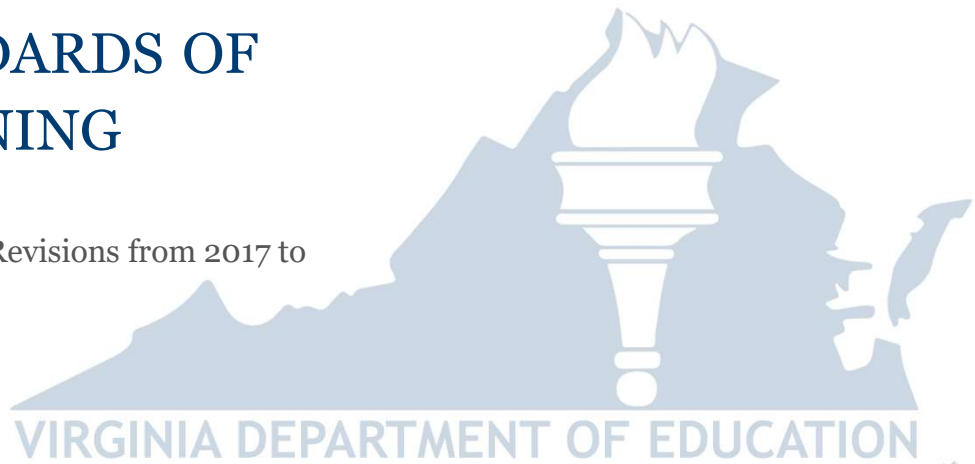


2024 ENGLISH STANDARDS OF LEARNING

Grade 10

Overview of Revisions from 2017 to
2024



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Welcome to the Grade 10 Overview of Revisions to the English Standards of Learning from 2017 to 2024.

It would be helpful to have a copy of the Grade 10 – Crosswalk (Summary of Revisions) and a copy of the 2024 Grade 10 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 power point, 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 Strands	2024 Strands
Communications	Foundations for Reading
Reading	Developing Skilled Readers & Building Reading Stamina
Writing	Reading and Vocabulary
Research	Reading Literary Text
	Reading Informational Text
	Foundations for Writing
	Writing
	Language Usage
	Communications
	Research

The 2024 English Standards of Learning 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*

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 in 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 10. The strands in the Grade 10 2024 English Standards of Learning have sub-strands. We will review the strands and sub-strands for Grade 10 in this presentation.

HOW TO READ THE 2024 *ENGLISH STANDARDS OF LEARNING*

- Strand
 - Sub Strand
 - Standard
 - Standard
 - Sub Strand
 - Standard
 - Standard
 - Standard
- 10.RI- Reading Informational Text
 - 10.RI.1-Key Ideas and Confirming Details
 - A. Explain how authors organize an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
 - 10.RI.2- Craft and Style
 - 10.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 Information Text strand in Grade 10 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.

<p align="center">Grade 10 (2017 SOL to 2024 SOL Numbering)</p>	<p align="center">Parameter Changes/Clarifications (2024 SOL)</p>
<ul style="list-style-type: none"> • 10.1→10.C.1, 10.C.2, 10.C.3 • 10.2→10.C.4 • 10.3→10.RV.1 • 10.4→10.DSR, 10.RL.1, 10.RL.2, 10.RL.3 • 10.5→10.DSR, 10.RI.1, 10.RI.2, 10.RI.3 • 10.6→ 10.W.1, 10.W.2, 10.W.3 • 10.7→ 10.W.3, 10.LU.1, 10.LU.2 • 10.8→ 10.R.1 	<ul style="list-style-type: none"> • 10.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently. • 10.DSR.1. A. - Combines skill identified in 2017 10.4m and 10.j with new content additions in 2024 (see the "Additions to Grade 10" section). • 10.DSR.1. B. - Combines 2017 10.4 and 10.5 to demonstrate comprehension when reading both literary and informational texts at the grades 9-10 band. • 10.DSR.1. C. - Combines 2017 10.4a, 10.5f and 10.6l to apply comprehension of what is read through discussion and/or writing by providing textual evidence utilizing skills such as supporting claims, making inferences, and drawing conclusions.
<p align="center">Deletions from Grade 10 (2017 SOL)</p>	<p align="center">Additions to Grade 10 (2024 SOL)</p>
<ul style="list-style-type: none"> • 10.1b - Credit information sources. [Incorporated into 10.R.1.F. and 10.R.1.G.] • 10.2b -Credit information sources. [Incorporated into 10.R.1.F.and 10.R.1.G.] • 10.2i - Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages. [Incorporated into 10.R.1.G.] 	<ul style="list-style-type: none"> • 10.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently • 10.DSR.1 D. -Engages regularly opportunities to read conceptually related texts through various reading experiences. • 10.RL.2.A - Explains how the overall structure of a poem conveys a message and elicits a reader's emotions.



This is a snapshot of the Grade 10 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- In the Additions to the Grade level, you will see which standards are new to that grade level. If they were moved from another grade level in the 2017 standards, the grade level will be listed.

Foundations for Reading

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

2017 SOL	2024 SOL
N/A	See Kindergarten through grade five for the Foundations for Reading standards.
Revisions: <ul style="list-style-type: none"> • Foundations for Reading begins in grade K and ends in Grade 5. 	



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

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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>10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.</p> <ul style="list-style-type: none"> • a) Make inferences and draw conclusions using references from the text(s) for support. • g) Interpret how themes are connected within and across texts. • j) Compare/contrast details in literary and informational nonfiction texts. • m) Use reading strategies to monitor comprehension throughout the reading process. <p>10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.</p> <ul style="list-style-type: none"> • f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence. • j) Use reading strategies throughout the reading process to monitor comprehension. 	<p>10.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain worthwhile knowledge and vocabulary, and using reading strategies when comprehension breaks down.</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, as necessary (Reading Fluency, K-12).</p> <p>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 10.DSR.1.A. - Combines skill identified in 2017 10.4m and 10.j with new content additions in 2024 (see the "Additions to Grade 10" section). • 10.DSR.1.B. - Combines 2017 10.4 and 10.5 to demonstrate comprehension when reading both literary and informational texts at the grades 9-10 band. 	



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

Students will engage in a broader range of reading activities to enhance their comprehension skills. Specifically, they will fluently read and gather evidence from grade-level complex texts, focusing on accuracy, automaticity, appropriate rate, and meaningful expression in successive readings, as outlined in 10.DSR.A. Additionally, students will proficiently read and comprehend a variety of literary and informational texts exhibiting complexity at the higher range of the grades 9-10 band, as detailed in 10.DSR.B. This expanded focus on reading fluency and comprehension aligns with the increased demand for critical thinking and analysis skills in diverse text types, preparing students to navigate complex content effectively.

2017 SOL	2024 SOL
<p>10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.</p> <ul style="list-style-type: none"> a) Make inferences and draw conclusions using references from the text(s) for support. g) Interpret how themes are connected within and across texts. j) Compare/contrast details in literary and informational nonfiction texts. m) Use reading strategies to monitor comprehension throughout the reading process. <p>10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.</p> <ul style="list-style-type: none"> f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence. j) Use reading strategies throughout the reading process to monitor comprehension. 	<p>10.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain worthwhile knowledge and vocabulary, and using reading strategies when comprehension breaks down.</p> <p>C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).</p> <p>D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).</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 (Reading Strategies, 3- 12). *Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> 10.DSR.1. C. - Combines 2017 10.4a, 10.5f and 10.6l to apply comprehension of what is read through discussion and/or writing by providing textual evidence utilizing skills such as supporting claims, making inferences, and drawing conclusions. 10.DSR.D: Building upon 2017's 10.4.j, this sub-strand focuses on regularly engaging in reading related texts to build knowledge and vocabulary, emphasizing a range of complexity levels for independent reading and utilizing background knowledge for new learning. 10.DSR.1. E. - Addresses skill identified in 2017 10.4m and 10.5j to use reading strategies effectively when encountering a challenging section of text. Specifies reading strategies that could be used. 	

The 2024 changes continue to detail reading comprehension skills. Specifically, they will regularly draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, as outlined in 10.DSR.C. There is also a new focus to read to build knowledge and vocabulary, as described in 10.DSR.D. Additionally, the new standards enumerate specific strategies to aid and monitor comprehension when encountering challenging sections of text, aligning with the emphasis on deep reading and sense-making strategies outlined in 10.DSR.E.

Reading and Vocabulary

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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>10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <ul style="list-style-type: none"> • a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words. • b) Use context, structure, and connotations to determine meanings of words and phrases. • c) Discriminate between connotative and denotative meanings and interpret the connotation. • d) Explain the meaning of common idioms. • e) Explain the meaning of literary and classical allusions and figurative language in text. • f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. 	<p>10.RV The student will systematically build vocabulary and word knowledge based on grade ten content and text. .</p> <p>10.RV.1 Vocabulary Development and Word Analysis</p> <ul style="list-style-type: none"> A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics. B. Use context and sentence structure to clarify the literal and figurative meanings of words and phrases. C. Use structural analysis of roots, affixes, and etymology to clarify the meanings of unfamiliar and complex words. D. Discriminate between the connotative and denotative meanings and interpret the connotations(s). E. Identify and explain idiomatic language in context. F. Explain how the use of literary and classical allusions and figurative language in a text connects to other works or historical events. G. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing.
<p>Revisions:</p> <ul style="list-style-type: none"> • 10.RV.1 A. - Aligns to the skills identified in 2017 10.3f and enhances the integration of academic and content vocabulary when listening, reading, and discussing grade ten texts and topics. • 10.RV.1 B. - Aligns with 2017 10.3b and includes using context to clarify the literal and figurative meanings of words and phrases. • 10.RV.1 C. - Aligns with 2017 10.3a and includes etymology to help clarify the meanings of unfamiliar and complex words. • 10.RV.1 D. - Aligns with 2017 10.3c. • 10.RV.1 E. - Aligns with 2017 10.3d. 	



In the 2024 standards, vocabulary development takes a more structured approach. Students will systematically build and apply vocabulary knowledge across grade ten content and texts. This involves a closer connection among reading, discussing, and writing (10.RV.1.A). They will employ context and sentence structure to discern literal and figurative meanings of words and phrases (10.RV.1.B), while also utilizing structural analysis of roots, affixes, and etymology to decipher complex words (10.RV.1.C). Furthermore, students will differentiate between connotative and denotative meanings, interpreting connotations effectively (10.RV.1.D), and identify idiomatic language within context (10.RV.1.E). They will also explain how the use of literary and classical allusions and figurative language connects to other works or historical events (10.RV.1.F). Finally, students will practice using newly acquired words and phrases in various contexts, including discussions, speaking, and writing (10.RV.1.G). Through these comprehensive standards, students will enhance their vocabulary skills, enabling deeper engagement with grade-level texts and content.

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. 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>10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.</p> <ul style="list-style-type: none"> • a) Make inferences and draw conclusions using references from the text(s) for support • b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras. • c) Interpret the cultural or social function of world and ethnic literature. • d) Analyze universal themes prevalent in the literature of different cultures. • e) Examine a literary selection from several critical perspectives. • f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes. • g) Interpret how themes are connected within and across texts. • h) Explain the influence of historical context on the form, style, and point of view of a literary text(s). • i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text. • j) Compare/contrast details in literary and informational nonfiction texts. • k) Compare and contrast how literary devices convey a message and elicit a reader's emotions. • l) Compare and contrast character development in a play to characterization in other literary forms. • m) Use reading strategies to monitor comprehension throughout the reading process. 	<p>10.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction. (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on world literature.</p> <p>10.RL.1 Key Ideas and Plot Details</p> <ul style="list-style-type: none"> A. Analyze the development of universal themes (e.g., survival of the fittest, coming of age, power of love) prevalent in world literature (e.g., short stories, poems, plays, novels, and literary nonfiction) of different cultures and eras. B. Analyze how authors structure texts to advance the plot, explaining how each event gives rise to the next or foreshadows a future event. C. Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme. D. Identify and explain how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures.
<p>Revisions:</p> <ul style="list-style-type: none"> • 10.RL.1 A. - Aligns with 2017 10.4b, 10.4d, and 10.4g. Specifies examples of universal themes and forms of world literature for analysis. • 10.RL.1 B. - Aligns with 2017 10.4f and clarifies the analysis of text structure to explain plot development. • 10.RL.1 C. - Aligns with 2017 10.4l and increases the rigor to describe the actions of different character types and how they influence the theme. • 10.RL.1 D. - Aligns to 2017 10.4l and expands to clarify how dramatic conventions contribute to the theme and effect of plays from various cultures 	

In the shift from 2017 to 2024, the standards for grade ten literature comprehension, represented by 10.RL, have undergone notable changes. Specifically, in 10.RL.1 Key Ideas and Plot Details, students now focus on analyzing the development of universal themes prevalent in world literature across different cultures and eras (10.RL.1.A). The curriculum framework themes and genres are now mentioned in the standards. Additionally, students delve into the structural aspects of texts, examining how authors organize events to propel the plot forward or provide foreshadowing for future developments (10.RL.1.B). These specific updates lend themselves more to effective literary analysis.

2017 SOL	2024 SOL
<p>10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.</p> <ul style="list-style-type: none"> • a) Make inferences and draw conclusions using references from the text(s) for support • b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras. • c) Interpret the cultural or social function of world and ethnic literature. • d) Analyze universal themes prevalent in the literature of different cultures. • e) Examine a literary selection from several critical perspectives. • f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes. • g) Interpret how themes are connected within and across texts. • h) Explain the influence of historical context on the form, style, and point of view of a literary text(s). • i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text. • j) Compare/contrast details in literary and informational nonfiction texts. • k) Compare and contrast how literary devices convey a message and elicit a reader's emotions. • l) Compare and contrast character development in a play to characterization in other literary forms. • m) Use reading strategies to monitor comprehension throughout the reading process. 	<p>10.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction. (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on world literature.</p> <p>10.RL.2 Craft and Style</p> <ul style="list-style-type: none"> A. Explain the overall structure of a poem, including how each successive part builds on earlier sessions and how rhyme, rhythm, sound, and imagery convey a message and elicit a reader's emotions. B. Analyze how authors use literary devices and figurative language, including allusion, allegory, and paradox to impact the meaning of the text. C. Analyze how authors use specific word choices, syntax, tone, and voice to convey the author's intent and viewpoint. D. Analyze point of view and distinguish between what is directly stated in a text from what is implied or intended because of the use of satire, irony, sarcasm, and understatement. <p>10.RL.3 Integration of Concepts.</p> <ul style="list-style-type: none"> A. Explain and analyze the influence of the historical and cultural context of a text on its form, style, characters, and point of view. B. Compare and contrast character development, dramatic plot structure, and conventions in a play to character development, narrative structure, and conventions in other literary forms. C. Analyze the similarities and differences represented in the literature of different cultures and eras.
<p>Revisions:</p> <ul style="list-style-type: none"> • 10.RL.2 B. - Aligns to 2017 10.4f and 10.4k and incorporates allusion, allegory, and paradox as types of figurative language authors use to impact the text's meaning. • 10.RL.2 C. - Aligns to 2017 10.4i. • 10.RL.2 D. - Aligns to 2017 10.4i and incorporates how the use of satire, irony, sarcasm, and understatement can impact what is implied or intended in a text. • 10.RL.3 A. - Aligns to 2017 10.4h and 10.4j. Specifies how the form, style, characters, and point of view can be impact historical and cultural contexts of a text • 10.RL.3 B. - Aligns to 2017 10.4j, 10.4l, and 10.4f. Specifies how character development, dramatic plot structure, and conventions in a play compare to the character development, narrative structure, and conventions in other literary texts. • 10.RL.3 C. Aligns to 2017 10.4c and 10.4d. 	

In 10.RL.2 Craft and Style, students now delve into the intricacies of poetic structure, exploring how rhyme, rhythm, sound, and imagery contribute to conveying emotions and messages within a poem (10.RL.2.A). The new standards continue here to be more explicit than 2017 like 10.RL.2.B and C. Additionally, in 10.RL.3 Integration of Concepts, students explore how historical and cultural contexts influence various aspects of a text, including its form, style, characters, and point of view (10.RL.3.A). They also compare and contrast character development, plot structures, and literary conventions in plays with those in other literary forms (10.RL.3.B), broadening their understanding of literature across cultures and eras.

Reading Informational Text

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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>10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.</p> <ul style="list-style-type: none"> • a) Analyze text features and organizational patterns to evaluate the meaning of texts. • b) Recognize an author's intended audience and purpose for writing. • c) Skim materials to develop an overview and locate information. • d) Compare and contrast informational texts for intent and content. • e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams. • f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence. • g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge • h) Analyze ideas within and between selections providing textual evidence. • i) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts. • j) Use reading strategies throughout the reading process to monitor comprehension. 	<p>10.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.</p> <p>10.RI.1 Key Ideas and Confirming Details</p> <ul style="list-style-type: none"> A. Explain how authors organize an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them. B. Compare characteristics of the information from historical, scientific, and technical texts and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams. C. Evaluate the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false or unsupported statements
<p>Revisions:</p> <ul style="list-style-type: none"> • 10.RI.1 A. - Aligns to 2017 10.5i and clarifies textual structures to consider when explaining how authors organize an analysis or series of ideas or events. • 10.RI.1 B. - Aligns to 2017 10.5d, 10.5e, and 10.5g. Specifies the use of informational, historical, scientific, and technical texts when comparing the characteristics of information found in them. • 10.RI.1.C: Corresponds with 2017's 10.5f, 10.5g, and 10.5h focusing on recognizing author's purpose, drawing conclusions, and analyzing and synthesizing information to solve problems. 	



The transition from 2017 to 2024 introduces notable changes in grade ten nonfiction text analysis standards. In 10.RI.1 Key Ideas and Confirming Details, students explore how authors structure analyses or series of ideas/events within informational texts, discerning the order of points, their introduction, development, and connections (10.RI.1.A). Additionally, they compare characteristics of information across historical, scientific, and technical texts, interpreting the use of data and information in various visual formats like maps, charts, and graphs (10.RI.1.B). Furthermore, students evaluate the argument and specific claims in texts, assessing the validity of reasoning, relevance of evidence, and identifying any false or unsupported statements (10.RI.1.C).

2017 SOL	2024 SOL
<p>10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.</p> <ul style="list-style-type: none"> • a) Analyze text features and organizational patterns to evaluate the meaning of texts. • b) Recognize an author's intended audience and purpose for writing. • c) Skim materials to develop an overview and locate information. • d) Compare and contrast informational texts for intent and content. • e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams. • f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence. • g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge • h) Analyze ideas within and between selections providing textual evidence. • i) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts. • j) Use reading strategies throughout the reading process to monitor comprehension. 	<p>10.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.</p> <p>10.RI.2 Craft and Style</p> <ul style="list-style-type: none"> A. Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole. B. Analyze key terms (e.g., words and phrases, technical terminology) and ideas of historical, scientific, and technical texts to clarify the relationships and understandings among key concepts. C. Analyze the author's purpose and impact of literary techniques such as hyperbole, analogy, and paradox as they appear in texts. <p>10.RI.3 Integration of Concepts</p> <ul style="list-style-type: none"> A. Evaluate how different authors write about the same topic and shape their presentations or viewpoints of key information using facts, opinions, and reasoning. B. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
<p>Revisions:</p> <ul style="list-style-type: none"> • 10.RI.2.A - Aligns with 2017 10.5a and 10.5c. Includes opportunities to explain relationships in a text through key sentences, paragraphs, and sections of texts that impact the text as a whole. • 10.RI.2.B - Aligns with 10.5 g with a focus on using diction in the analysis. • 10.RI.2.C - Aligns with 2017 10.5b and specifies literary techniques to analyze for their impact in a text. • 10.RI.3.A - Aligns with 2017 10.5d, 10.5h, and 10.5i. Incorporates facts, opinions, and reasons as ways authors shape their presentations or viewpoints. • 10.RI.3.B - Aligns to 2017 10.b and 10.5d. Clarifies using multiple texts on the same topic to specifically determine how authors reach similar or different conclusions 	

In 10.RI.2 Craft and Style, students delve into how authors utilize structure to show relationships among concepts in texts, discerning the contribution of key sentences, paragraphs, and sections to the overall meaning (10.RI.2.A). They also analyze key terms and ideas in historical, scientific, and technical texts to clarify relationships among key concepts (10.RI.2.B). Furthermore, students evaluate the author's purpose and the impact of specific literary techniques (10.RI.2.C). In 10.RI.3 Integration of Concepts, students evaluate how different authors approach the same topic, shaping their presentations with facts, opinions, and reasoning (10.RI.3.A). They also analyze multiple texts addressing the same topic to discern similarities and differences in authors' conclusions (10.RI.3.B).

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 high 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 five for the Foundations for Writing standards.
Revisions: <ul style="list-style-type: none"> • Foundations for Writing begins in grade K 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

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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>10.6 The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis.</p> <ul style="list-style-type: none"> • a) Engage in writing as a recursive process. • b) Plan and organize writing to address a specific audience and purpose. • c) Adjust writing content, technique, and voice for a variety of audiences and purposes. • d) Communicate clearly the purpose of the writing using a thesis statement. • e) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style. • f) Compose a thesis statement for persuasive writing that advocates a position. • g) Clearly state and defend a position using reasons and sufficient evidence from credible sources as support. • h) Identify counterclaims and provide counter - arguments. • i) Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented. • j) Blend multiple forms of writing including embedding a narrative to produce effective essays. • k) Elaborate ideas clearly through word choice. • l) Use textual evidence to compare and contrast multiple texts. • m) Revise writing for clarity of content, accuracy, and depth of information. • n) Write and revise to a standard acceptable both in the workplace and in postsecondary education. <p>10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <ul style="list-style-type: none"> • e) Analyze the writing of others and suggest how writing might be improved. 	<p>10.W The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.</p> <p>10.W.1 Modes and Purposes for Writing</p> <p>A. Write extended pieces that:</p> <ol style="list-style-type: none"> i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows. ii. Adopt an organizational structure that clarifies relationships among ideas and concepts. iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge. iv. Provide a concluding section that follows from the information or explanation presented.
<p>Revisions:</p> <ul style="list-style-type: none"> • 10.W.1 A.i. - Aligns with 2017 10.6 d, 10.6f, and 10.6h. Includes more structure regarding how to introduce a topic when writing. • 10.W.1 A.ii. - Aligns to 2017 10.6b. • 10.W.1 A.iii. - Aligns to 2017 10.6e and clarifies that a topic should be developed through a sustained use of details from a variety of sources. • 10.W.1.A.iv - Aligns with 2017 10.6j 	

The transition from 2017 to 2024 in grade ten writing standards, encapsulated in 10.W, reflects notable changes. In 10.W.1 Modes and Purposes for Writing, students now focus on argumentative writing, crafting extended pieces that introduce topics clearly with contextual background, well-defined theses. (10.W.1.i). They adopt organizational structures that show relationships among ideas and concepts (10.W.1.ii) and develop topics through sustained use of significant and relevant facts, details, and quotations from multiple authoritative sources (10.W.1.iii). Additionally, students provide concluding sections that logically follow from the presented information or explanation (10.W.1.iv). These updated standards emphasize organizing argumentative writing to tailor it to diverse audiences and purposes.

2017 SOL	2024 SOL
<p>10.6 The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis.</p> <ul style="list-style-type: none"> • a) Engage in writing as a recursive process. • b) Plan and organize writing to address a specific audience and purpose. • c) Adjust writing content, technique, and voice for a variety of audiences and purposes. • d) Communicate clearly the purpose of the writing using a thesis statement. • e) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style. • f) Compose a thesis statement for persuasive writing that advocates a position. • g) Clearly state and defend a position using reasons and sufficient evidence from credible sources as support. • h) Identify counterclaims and provide counter - arguments. • i) Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented. • j) Blend multiple forms of writing including embedding a narrative to produce effective essays. • k) Elaborate ideas clearly through word choice. • l) Use textual evidence to compare and contrast multiple texts. • m) Revise writing for clarity of content, accuracy, and depth of information. • n) Write and revise to a standard acceptable both in the workplace and in postsecondary education. <p>10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p>	<p>10.W The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.</p> <p>10.W.1 Modes and Purposes for Writing</p> <p>B. Write arguments that:</p> <ol style="list-style-type: none"> i. Develop a thesis that demonstrates knowledgeable judgments. ii. Support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s). iii. Address and refute counterclaims. iv. Provide conclusions that follow from and support the argument. <p>C. Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.</p> <p>D. Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 10.W.1 B.i. - Aligns with 2017 11.6b and 10.6g. (11.6b moved to grade 10 in 2024 because of the focus on argument writing.) • 10.W.1 B.ii.- Aligns with 2017 10.6e. • 10.W.1 B.iii.-Aligns with 2017 10.6h. -10.W.1 C - New addition to firmly connect the practice of writing as a response to reading. • 10.W.1 D. - Aligns with 2017 10.6b and 10.6c. Develops flexibility in writing by producing shorter and longer pieces that adapt by audience and purpose. Provides a list of shorter and longer writing options. 	

Continuing with 10.W.1. In 10.W.1.B, students now focus on writing arguments that showcase knowledgeable judgments, supported by relevant evidence and clear reasoning that logically advances the claim(s) (10.W.1.B). They address and refute counterclaims and provide conclusions that align with and bolster the argument (10.W.1.B). Additionally, students engage in reflective writing in response to readings, comparing multiple texts with detailed textual evidence to support their ideas or positions (10.W.1.C). Furthermore, the updated standards highlight the development of flexibility in writing, encouraging students to produce both shorter and longer pieces that adapt writing content, technique, and voice for various tasks, purposes, and audiences (10.W.1.D). These modifications underscore a shift towards more rigorous and adaptable writing practices in grade ten, preparing students for diverse writing tasks in academic and real-world contexts.

2017 SOL	2024 SOL
<p>10.6 The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis.</p> <ul style="list-style-type: none"> • a) Engage in writing as a recursive process. • b) Plan and organize writing to address a specific audience and purpose. • c) Adjust writing content, technique, and voice for a variety of audiences and purposes. • d) Communicate clearly the purpose of the writing using a thesis statement. • e) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style. • f) Compose a thesis statement for persuasive writing that advocates a position. • g) Clearly state and defend a position using reasons and sufficient evidence from credible sources as support. • h) Identify counterclaims and provide counter - arguments. • i) Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented. • j) Blend multiple forms of writing including embedding a narrative to produce effective essays. • k) Elaborate ideas clearly through word choice. • l) Use textual evidence to compare and contrast multiple texts. • m) Revise writing for clarity of content, accuracy, and depth of information. • n) Write and revise to a standard acceptable both in the workplace and in postsecondary education. <p>10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <ul style="list-style-type: none"> • e) Analyze the writing of others and suggest how writing might be improved. 	<p>10.W The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.</p> <p>10.W.2 Organization and Composition</p> <p>A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:</p> <ol style="list-style-type: none"> i. Composing a thesis statement that clearly communicates the writer's position or assertion. ii. Introducing and developing central idea(s), and organizing ideas in a logical sequence to exhibit unity. iii. Defending a position using sufficient reasons with evidence from credible sources as support. iv. Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing. v. Using transitions effectively to connect ideas within and across paragraphs. vi. Elaborating ideas clearly through intentional word choice and varied sentence structure.
<p>Revisions:</p> <ul style="list-style-type: none"> • 10.W.2 A.i. -Aligns to 2017 10.6d and 10.6f. • 10.W.2 A.ii. -Aligns to 2017 10.6e and 10.6i. • 10.W.2 A.iii. - Aligns to 2017 10.6g. • 10.W.2 A.iv. - Aligns to 2017 10.6j. • 10.W.2 A.v. - Aligns to 2017 10.6i and 10.6k. • 10.W.2 A.vi.- Aligns to 2017 10.6m and 10.7b. 	

In 10.W.2.A, students now concentrate on planning and organizing writing to cater to specific audiences and purposes using the writing process, which includes planning, drafting, revising, and editing (10.W.2.A). They are tasked with crafting a thesis statement that distinctly communicates the writer’s position or assertion, introducing and developing central ideas, and arranging them logically to exhibit unity (10.W.2.A.i). Additionally, students defend their positions by providing sufficient reasons supported by evidence from credible sources, while integrating specific narrative techniques to enhance their writing (10.W.2.A.iii-iv). They also employ effective transitions to link ideas within and across paragraphs, and elaborate on ideas clearly through intentional word choice and varied sentence structure (10.W.2.A.v-vi). These enhancements underscore a focus on argumentative writing, equipping students with the skills needed to effectively communicate their ideas to diverse audiences in various contexts.

2017 SOL	2024 SOL
<p>10.6 The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis.</p> <ul style="list-style-type: none"> • a) Engage in writing as a recursive process. • b) Plan and organize writing to address a specific audience and purpose. • c) Adjust writing content, technique, and voice for a variety of audiences and purposes. • d) Communicate clearly the purpose of the writing using a thesis statement. • e) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style. • f) Compose a thesis statement for persuasive writing that advocates a position. • g) Clearly state and defend a position using reasons and sufficient evidence from credible sources as support. • h) Identify counterclaims and provide counter - arguments. • i) Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented. • j) Blend multiple forms of writing including embedding a narrative to produce effective essays. • k) Elaborate ideas clearly through word choice. • l) Use textual evidence to compare and contrast multiple texts. • m) Revise writing for clarity of content, accuracy, and depth of information. • n) Write and revise to a standard acceptable both in the workplace and in postsecondary education. <p>10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <ul style="list-style-type: none"> • e) Analyze the writing of others and suggest how writing might be improved. 	<p>10.W The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.</p> <p>10.W.3 Usage and Mechanics</p> <ul style="list-style-type: none"> A. Revise writing for clarity of content, accuracy, and adequate elaboration. B. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved. C. Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
<p>Revisions:</p> <ul style="list-style-type: none"> • 10.W.3 A. - Aligns to 2017 10.6m. • 10.W.3 B. - Aligns to 2017 10.6m, 10.6n, and 10.7e. Specifically uses self- and peer-editing as part of the revision process and includes specific components students should include as part of their feedback to support editing and revising. • 10.W.3 C. Aligns to 2017 10.7. 	

In 10.W.3.A, students now focus on revising writing for clarity of content, accuracy, and adequate elaboration. Additionally, they engage in peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and offering suggestions for improvement (10.W.3.B). Moreover, students edit writing for appropriate conventions, style, and language, aligning with grade-level expectations (10.W.3.C). These updates emphasize the importance of refining writing skills through thorough evaluation and adherence to language conventions, ensuring students produce clear, accurate, and well-crafted compositions suitable for various contexts.

Language Usage

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The Language Usage Strand is new to the 2024 English Standards of Learning. These standards house the grade level expectations for grammar and usage when applied to speaking and writing. These standards grow in content and rigor across the grade levels. This strand was formerly a part of the Writing strand.

2017 SOL	2024 SOL
<p>10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <ul style="list-style-type: none"> • a) Use parallel structure across sentences and paragraphs. • b) Use complex sentence structure to infuse sentence variety in writing. • c) Distinguish between active and passive voice. • d) Use colons correctly. 	<p>10.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</p> <p>10.LU.1 Grammar</p> <ul style="list-style-type: none"> A. Use, edit, and revise parallel structure across complex sentences and paragraphs in writing. B. Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing. C. Recognize and use active and passive voice to convey a desired effect in speaking and writing. D. Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly. E. Maintain consistent verb tense when speaking and writing. <p>10.LU.2 Mechanics</p> <ul style="list-style-type: none"> A. Know and apply the rules for the use of a colon (e.g., joining independent clauses, introducing a list, introducing a quotation) when writing. B. Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations in writing. C. Spell correctly, consulting reference materials to check as needed.
<p>Revisions:</p> <ul style="list-style-type: none"> • 10.LU.1 A. - Aligns to 2017 10.7a and includes using, editing, and revising parallel structure when writing. • 10.LU.1 B. - Aligns to 2017 10.7b. and clarifies the elements of complex sentences. • 10.LU.1 C. - Aligns to 2017 10.7c and clarifies the purpose of using active and passive voice when speaking and writing. • 10.LU.1 D. - Aligns to 2017 10.7b with more specifics on complex sentence structure not only for variety but for clarity of ideas. • 10.LU.1 E. - Aligns to 2017 10.7 and clarifies using consistent verb tense when writing, as well as speaking. • 10.LU.2 A. Aligns to 2017 10.7d and clarifies the roles for using a colon when writing. • 10.LU.2 B. - Aligns to 2017 10.7b. • 10.LU.2 C. - Aligns to 2017 10.7 strand and 10.8d. Use a style manual to apply rules for punctuation and formatting of direct quotes. 	

Grade ten language standards, captured by 10.LU, reflect significant updates. In 10.LU.1 Grammar, students now engage in using, editing, and revising parallel structure across complex sentences and paragraphs (10.LU.1.A). They also incorporate specific complex sentence structures for enhanced variety (10.LU.1.B) and recognize and utilize active and passive voice effectively (10.LU.1.C). Moreover, they learn to maintain consistency in verb tense and employ specific various devices to indicate clear relationships between ideas (10.LU.1.D, E). In 10.LU.2 Mechanics, students learn specific situations for using a colon correctly and apply style manuals for punctuation and formatting of direct quotations, and spell correctly with reference materials (10.LU.2.A, B, C). These updates underscore the importance of mastering grammar and mechanics to communicate effectively in both formal and informal contexts, enhancing students' language proficiency and writing skills.

Communications and Multimodal Literacies

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We'll now dig deeper into the Communication and Multimodal Literacies Strand. The Communication and Multimodal Literacies strand is now organized into four categories: Communication, Listening, and Collaboration; Speaking and Presentation of Ideas; Integrating Multimodal Literacies; and Examining Media Messages.

2017 SOL	2024 SOL
<p>10.1 The student will make planned multimodal, interactive presentations collaboratively and individually.</p> <ul style="list-style-type: none"> • a) Make strategic use of multimodal tools. • b) Credit information sources. • c) Demonstrate the ability to work effectively with diverse teams including setting rules and goals for group work such as coming to informal consensus, taking votes on key issues, and presenting alternate views. • d) Assume responsibility for specific group tasks. • e) Include all group members and value individual contributions made by each group member. • f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. • g) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement. • h) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose. • i) Access, critically evaluate, and use information accurately to solve problems. • j) Use reflection to evaluate one's own role and the group process in small-group activities. • k) Evaluate a speaker's point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning <p>10.2 The student will examine, analyze, and produce media messages.</p> <ul style="list-style-type: none"> • a) Create media messages for diverse audiences. • b) Credit information sources. • c) Evaluate sources for relationships between intent, factual content, and opinion. • d) Analyze the impact of selected media formats on meaning. • e) Analyze the purpose of information and persuasive techniques used in diverse media formats. • f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s). • g) Describe possible cause and effect relationships between mass media coverage and public opinion trends. • h) Monitor, analyze, and use multiple streams of simultaneous information. • i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages. 	<p>10.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</p> <p>10.C.1 Communication, Listening, and Collaboration</p> <p>A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:</p> <ol style="list-style-type: none"> i. Applying a variety of strategies to listen actively and speak purposefully and respectfully. ii. Setting guidelines for group presentations and discussions. iii. Incorporating all group members in the development of new understandings, making decisions, and solving problems. iv. Setting clear goals and deadlines and defining individual roles as needed. v. Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives. vi. Summarizing points of agreement and disagreement. vii. Accessing, evaluating critically, and using information accurately for a common purpose or goal. viii. Using reflection to evaluate one's own role in the process in pairs or small-group activities.
<p>Revisions:</p> <ul style="list-style-type: none"> • 10.C.1 A.i. -Aligns to 2017 10.1f. • 10.C.1 A.ii. - Aligns to 2017 10.1c. • 10.C.1 A.iii. - Aligns to 2017 10.1c and 10.1e. • 10.C.1 A.iv. - Align to 2017 10.1c and 10.1d. • 10.C.1 A.v & vi. -Aligns to 2017 10.1g. • 10.C.1 A.vii. -Aligns to 2017 10.1i. • 10.C.1 A.viii. -Aligns to 2017 10.1j. 	

The transition from 2017 to 2024 in grade ten communication standards, reflected in 10.C, shows notable developments. In 10.C.1 Communication, Listening, and Collaboration, students now focus on developing effective oral communication and collaboration skills to build a community of learners. They facilitate and contribute to sustained collaborative discussions on grade ten topics and texts, applying strategies to listen actively and speak purposefully and respectfully (10.C.1.A.i). They set guidelines for group presentations and discussions, incorporate all group members in developing new understandings, and respond thoughtfully to diverse perspectives (10.C.1.A.ii-iv). Moreover, they access, evaluate critically, and use information accurately for a common purpose or goal, and reflect on their own role in the process (10.C.1.A.v-vii). These updates underscore the importance of fostering meaningful collaboration and communication skills among students, enhancing their ability to process, understand, and interpret content together as a community of learners.

2017 SOL	2024 SOL
<p>10.1 The student will make planned multimodal, interactive presentations collaboratively and individually.</p> <ul style="list-style-type: none"> • a) Make strategic use of multimodal tools. • b) Credit information sources. • c) Demonstrate the ability to work effectively with diverse teams including setting rules and goals for group work such as coming to informal consensus, taking votes on key issues, and presenting alternate views. • d) Assume responsibility for specific group tasks. • e) Include all group members and value individual contributions made by each group member. • f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. • g) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement. • h) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose. • i) Access, critically evaluate, and use information accurately to solve problems. • j) Use reflection to evaluate one's own role and the group process in small-group activities. • k) Evaluate a speaker's point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning <p>10.2 The student will examine, analyze, and produce media messages.</p> <ul style="list-style-type: none"> • a) Create media messages for diverse audiences. • b) Credit information sources. • c) Evaluate sources for relationships between intent, factual content, and opinion. • d) Analyze the impact of selected media formats on meaning. • e) Analyze the purpose of information and persuasive techniques used in diverse media formats. • f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s). • g) Describe possible cause and effect relationships between mass media coverage and public opinion trends. • h) Monitor, analyze, and use multiple streams of simultaneous information. • i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages. 	<p>10.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</p> <p>10.C.2 Speaking and Presentation of Ideas</p> <p>A. Report orally on a topic or text or present an opinion. This includes:</p> <ol style="list-style-type: none"> i. Choosing vocabulary, language, and tone appropriate to the topic, audience, and purpose. ii. Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture). iii. Evaluating the effectiveness of presentations, including the introduction, central ideas, organization, and conclusion. <p>B. Memorize and accurately recite a speech with intonation, meaningful expression, and emotion that conveys the intended mood (e.g., inspiration, motivation, conviction).</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 10.C.2-A.i. - Aligns to 2017 10.1h. • 10.C.2-A.ii. - Aligns to 2017 10.1f. Specifies examples of verbal and nonverbal cues to use when listening and speaking. • 10.C.2-A.iii. - Aligns to 2017 10.1k and clarifies ways to evaluate the effectiveness of presentations. • 10.C.2.B - New standard for memorization and recitation. 	

In 10.C.2 Speaking and Presentation of Ideas, students now focus on reporting orally on a topic or text or presenting an opinion. They are tasked with choosing vocabulary, language, and tone appropriate to the topic, audience, and purpose (10.C.2.A.i). Additionally, they use active listening and specific presentation strategies effectively, while evaluating the effectiveness of presentations (10.C.2.A.ii-iii). Moreover, students are expected to memorize and accurately recite a speech with intonation, meaningful expression, and emotion to convey the intended mood (10.C.2.B). These updates underscore the emphasis on effective oral communication and presentation skills, ensuring students can articulate their ideas clearly and confidently while engaging with diverse audiences.

2017 SOL	2024 SOL
<p>10.1 The student will make planned multimodal, interactive presentations collaboratively and individually.</p> <ul style="list-style-type: none"> • a) Make strategic use of multimodal tools. • b) Credit information sources. • c) Demonstrate the ability to work effectively with diverse teams including setting rules and goals for group work such as coming to informal consensus, taking votes on key issues, and presenting alternate views. • d) Assume responsibility for specific group tasks. • e) Include all group members and value individual contributions made by each group member. • f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. • g) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement. • h) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose. • i) Access, critically evaluate, and use information accurately to solve problems. • j) Use reflection to evaluate one's own role and the group process in small-group activities. • k) Evaluate a speaker's point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning <p>10.2 The student will examine, analyze, and produce media messages.</p> <ul style="list-style-type: none"> • a) Create media messages for diverse audiences. • b) Credit information sources. • c) Evaluate sources for relationships between intent, factual content, and opinion. • d) Analyze the impact of selected media formats on meaning. • e) Analyze the purpose of information and persuasive techniques used in diverse media formats. • f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s). • g) Describe possible cause and effect relationships between mass media coverage and public opinion trends. • h) Monitor, analyze, and use multiple streams of simultaneous information. • i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages. 	<p>10.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</p> <p>10.C.4 Examining Media Messages</p> <ul style="list-style-type: none"> A. Analyze the viewpoint of print and digital publications (e.g., advertisements, editorials, blogs, and websites). B. Analyze, compare, and contrast visual and verbal media messages for content (e.g., word choice and choice of information), intent (e.g., persuasive techniques, including but not limited to ad hominem, red herring, and strawman), impact (e.g., public opinion trends), and effectiveness (e.g., effect on the audience). C. Examine and analyze how media messages are constructed based on varying opinions, values, and viewpoints. D. Evaluate the motives (e.g., social, commercial, and political) behind media messages used to determine author's purpose, factual content, opinion, and/or possible bias. E. Describe possible cause-and- effect relationships between mass media coverage and public opinion trends.
<p>Revisions:</p> <ul style="list-style-type: none"> • 10.C.4 A. - Aligns to 2017 10.2e and specifies examples of print and digital publications that can be used when analyzing the viewpoint of a media message. • 10.C.4 B. - Aligns to 2017 10.2d and 10.2e. Clarifies ways to analyze, compare, and contrast the content, intent, impact and effectiveness of verbal and visual media messages impact the audience. • 10.C.4 C. - Aligns to 10.2e and 10.2d. • 10.C.4 D. - Aligns with 2017 10.2f. • 10.C.4 E. - Aligns with 2017 10.2g. 	

Students are now tasked with analyzing the viewpoint of both print and digital publications (10.C.4.A), as well as comparing and contrasting visual and verbal media messages for content, intent, impact, and effectiveness (10.C.4.B). They are also required to examine how media messages are constructed based on varying opinions, values, and viewpoints (10.C.4.C), and evaluate the motives behind media messages to determine their purpose, content, opinion, and possible bias (10.C.4.D). Additionally, students are expected to describe possible cause-and-effect relationships between mass media coverage and public opinion trends (10.C.4.E). These updates underscore the importance of developing critical media literacy skills to navigate and analyze the complex landscape of media messages in the modern world.

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<p>10.1 The student will make planned multimodal, interactive presentations collaboratively and individually.</p> <ul style="list-style-type: none"> • a) Make strategic use of multimodal tools. • b) Credit information sources. • c) Demonstrate the ability to work effectively with diverse teams including setting rules and goals for group work such as coming to informal consensus, taking votes on key issues, and presenting alternate views. • d) Assume responsibility for specific group tasks. • e) Include all group members and value individual contributions made by each group member. • f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. • g) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement. • h) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose. • i) Access, critically evaluate, and use information accurately to solve problems. • j) Use reflection to evaluate one's own role and the group process in small-group activities. • k) Evaluate a speaker's point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning. <p>10.2 The student will examine, analyze, and produce media messages.</p> <ul style="list-style-type: none"> • a) Create media messages for diverse audiences. • b) Credit information sources. • c) Evaluate sources for relationships between intent, factual content, and opinion. • d) Analyze the impact of selected media formats on meaning. • e) Analyze the purpose of information and persuasive techniques used in diverse media formats. • f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s). • g) Describe possible cause and effect relationships between mass media coverage and public opinion trends. • h) Monitor, analyze, and use multiple streams of simultaneous information. • i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages. 	<p>10.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</p> <p>10.C.3 Integrating Multimodal Literacies</p> <ul style="list-style-type: none"> A. Make strategic use of multimodal tools, including using information from two or more interdependent modes of communication where both or multiple modes are essential to convey the intended message (e.g., graphics, moving images, music). B. Monitor, analyze, and use multiple streams of simultaneous information C. Create media messages for diverse audiences and purposes.
<p>Revisions:</p> <ul style="list-style-type: none"> • 10.C.3 A. - Aligns to 2017 10.1a and specifies the types of communication modes and multimodal tools that could be used in enhance presentations. • 10.C.3 B. - Aligns to 2017 10.2h. • 10.C.3 C. - Aligns to 2017 10.2a. 	

In 10.C.3 Integrating Multimodal Literacies, students now focus on making strategic use of multimodal tools, including using information from two or more interdependent and specific modes of communication to convey the intended message (10.C.3.A). Additionally, they are still tasked with monitoring, analyzing, and using multiple streams of simultaneous information (10.C.3.B). These updates underscore the importance of leveraging diverse communication tools and modes effectively to convey messages and navigate complex information landscapes in the digital age.

Research

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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>10.8 The student will find, evaluate, and select credible resources to create a research product.</p> <ul style="list-style-type: none"> • a) Verify the accuracy, validity, and usefulness of information. • b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. • c) Evaluate and select evidence from a variety of sources to introduce counterclaims and to support claims. • d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). • e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. . • f) Demonstrate ethical use of the Internet. 	<p>10.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-ten content, texts, and areas prompted by student interest.</p> <p>10.R.1 Evaluation and Synthesis of Information</p> <ul style="list-style-type: none"> A. Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary. B. Gather and organize information from various sources, including internet resources, electronic databases, and other technology. C. Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations, that includes identifying their main and supporting ideas, points of view, conflicting information, and any misconceptions or biases. D. Synthesize multiple streams of information from a variety of sources to support claims and introduce counterclaims. E. Create research products aligned with the demands of the reading and writing standards. F. Cite primary and secondary sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA). G. Define the meaning and legal consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. H. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.
<p>Revisions:</p> <ul style="list-style-type: none"> • 10.R.1.A. New standard to formalize the start of the research process. • 10.R.1 B. Aligns to 2017 10.8a and 10.8b. Includes types of sources that can be used to gather information while researching. • 10.R.1 C. Aligns to 10.8a, 10.8b, and 10.8c. Specifies objectively evaluating primary and secondary sources while researching. • 10.R.1 D. - Aligns to 2017 10.8c. • 10.R.1.E. Aligns to the language of 10.8 • 10.R.1 F. Aligns to 2017 10.8d and clarifies citing primary and secondary sources appropriately for quoted and paraphrased ideas. • 10.R.1 G. - Aligns to 2017 10.8e. • 10.R.1 H. - Aligns to 2017 10.8f and includes ethical use of all sources, including the Internet, Artificial Intelligence, and new technologies as they develop 	

The shift from 2017 to 2024 in grade ten research standards demonstrates a deeper emphasis on critical evaluation and synthesis of information. In 2024, students are expected to formulate and revise questions about a research topic (10.R.1.A), gather and organize information from various sources (10.R.1.B), and objectively evaluate primary and secondary sources for credibility, reliability, accuracy, usefulness, and limitations (10.R.1.C). They must also synthesize multiple streams of information to support claims and introduce counterclaims (10.R.1.D), create research products aligned with reading and writing standards (10.R.1.E), and cite sources using standard documentation methods (10.R.1.F). Additionally, students are still required to define plagiarism and follow ethical and legal guidelines for gathering and using information (10.R.1.G), and demonstrate ethical and responsible use of all sources, including the Internet and now adding new technologies (10.R.1.H). These updates reflect a comprehensive approach to research that prepares students to navigate and critically engage with information in an increasingly digital and interconnected world.

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 skills that spiral up and increase in depth as students progress through K-12.

The development and focus on Developing Skilled Readers and Build Reading Stamina will ensure that every students 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

VDOE.English@doe.virginia.gov



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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.