

# DRAFT 2024 ENGLISH *STANDARDS OF LEARNING*

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Deputy Superintendent of Teaching & Learning  
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**VIRGINIA DEPARTMENT OF EDUCATION**

| Standards   | Assessment   | Accountability   |
|---|--|--|
| <p align="center"><b>Standards Redesign</b><br/><b>April 2023</b></p> <p>Comprehensive review of Standards of Learning (SOL) begins to increase rigor.<br/>(Revised and rigorous beginning with History Social Science Standards approved by the Board)</p> | <p align="center"><b>HB 585 Assessment Workgroup</b><br/><b>Convenes March 2023</b></p> <p>A working group convened to develop recommendations for a new, rigorous SOL assessment system.</p>  | <p align="center"><b>Board Kick-offs New Accountability System Development</b><br/><b>September 2023</b></p> <p>The Board started the process for creating a clear and action-oriented accountability system.</p>                              |
| <p align="center"><b>Mathematics Standards of Learning (SOL)</b><br/><b>Approved August 2023</b></p> <p>Revised and rigorous Mathematics SOL are approved by the Board.</p>   | <p align="center"><b>Assessment Recommendations</b><br/><b>Released September 2023</b></p> <p>HB 585 Work Group provided recommendations on the design of a new assessment system.</p>         | <p align="center"><b>Public Comment and Stakeholder Engagement</b><br/><b>Begins October 2023</b></p> <p>The public will begin to participate in stakeholder engagement activities to inform the first draft of the accountability system.</p> |
| <p align="center"><b>NAEP Crosswalk of 2023 Math SOL</b><br/><b>November 2023</b></p> <p>Virginia’s Math SOL will be compared to the NAEP Framework and will benchmark future proficiency definitions for new assessments based on this crosswalk.</p>      | <p align="center"><b>Assessment Procurement Process</b><br/><b>Launched December 2023</b></p> <p>The process for developing a new assessment request for proposals (RFP) will be launched.</p> | <p align="center"><b>New Accountability System Development</b><br/><b>January 2024</b></p> <p>The Board will use public feedback to develop the first draft of the accountability system.</p>  |
| <p align="center"><b>English Language Arts (ELA) SOL</b><br/><b>Approved March 2024</b></p> <p>Revised and rigorous ELA SOL will be approved by the Board.</p>  | <p align="center"><b>New Assessment Redesign</b><br/><b>Begins for All Content Areas Spring 2024</b></p> <p>A new, rigorous assessment system will be under design and development</p>         | <p align="center"><b>New Accountability System</b><br/><b>Approved July 2024</b></p> <p>The Board will approve the design of a new, clear accountability system.</p>   |
| <p align="center"><b>NAEP Crosswalk of 2023 ELA SOL</b><br/><b>May 2024</b></p> <p>Virginia’s ELA SOL will be compared to the NAEP Framework and will benchmark future proficiency definitions for new assessments based on this crosswalk.</p>             | <p align="center"><b>New Assessment System</b><br/><b>Launched Spring 2025</b></p> <p>The new assessment will be tested in the field.</p>  | <p align="center"><b>Data Collection for the New Accountability System</b><br/><b>Begins August 2024</b></p> <p>Data collection for the new accountability system will begin for the 2024 -2025 school year.</p>                               |
| <p align="center"><b>Science Standards of Learning</b><br/><b>Approved by Board January 2025</b></p> <p>Revised and rigorous Science SOL will be approved by the Board.</p>   | <p align="center"><b>New Achievement Levels and Cut Scores</b><br/><b>Summer 2025</b></p> <p>Rigorous cut scores will be drafted for the new assessments.</p>                                  | <p align="center"><b>New Accountability System</b><br/><b>Results Released September 2025</b></p> <p>Results from the new accountability system will be released.</p>  |

# OBJECTIVE

**The proposed draft 2024 English *Standards of Learning* (SOL) will be presented to the Board of Education for first review. Updated standards documents along with a side-by-side of the 2017 English Standards and the DRAFT 2024 proposed English Standards will be presented.**

- 2024 English *Standards of Learning* Revision Timeline
- English SOL Revision Stakeholder Input and Feedback
- Proposed revised 2024 English SOL Document
- Discussion and Preliminary Feedback

# BEST IN CLASS – STANDARDS OF LEARNING

- Through the engagement of a broad array of stakeholders, **valuable input and feedback will be used to inform a revised set of standards** that represent the best in class for all students in the Commonwealth.
- Revisions to the standards 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** that will ensure that every student is equipped access to educational experiences 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.

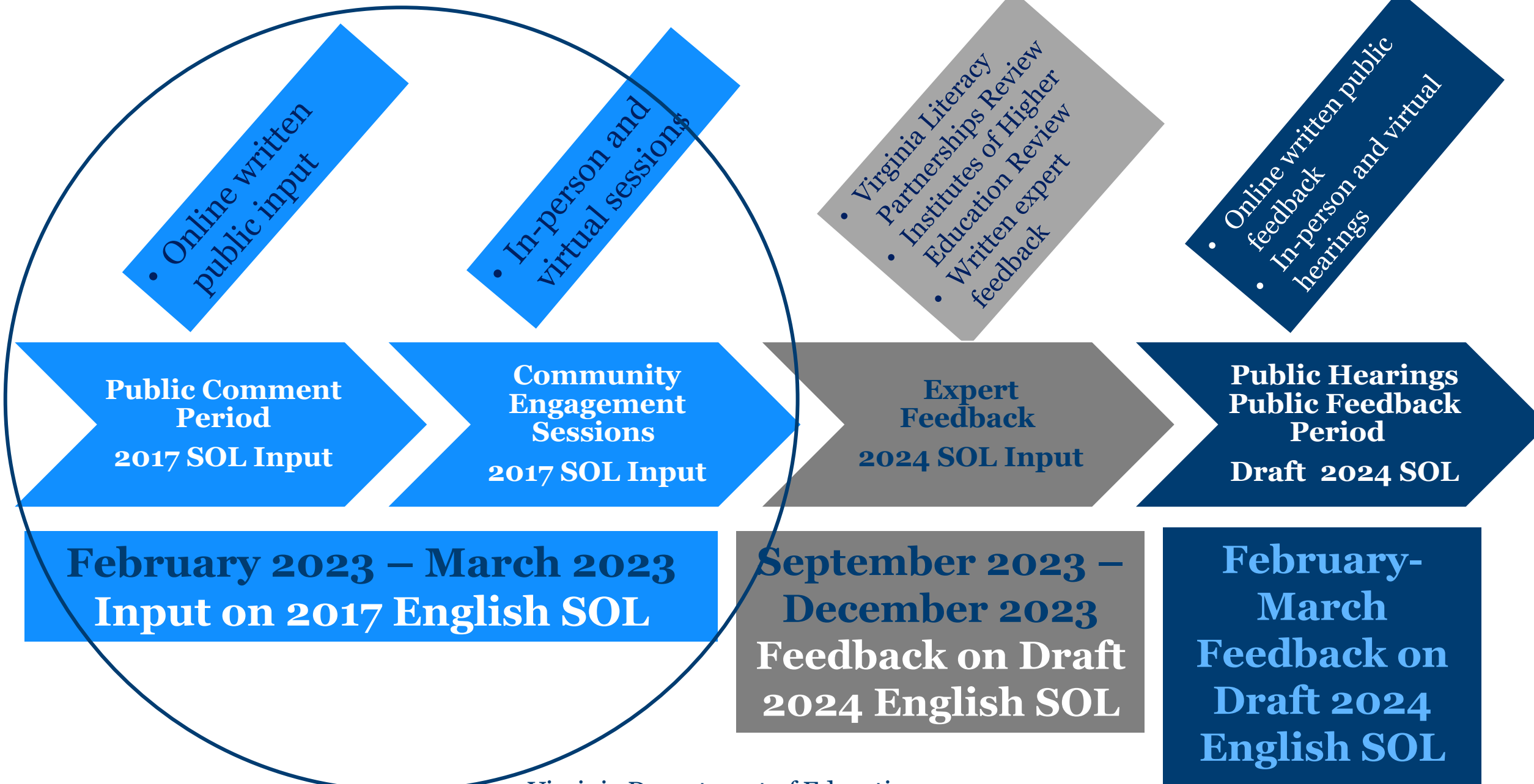
# K-12 ENGLISH COURSES IN VIRGINIA

The set of standards being presented in draft form represent six elementary grade levels (K-5), three middle school grade levels (6-8), and four high school grade levels (9-12).

The English Standards of Learning are not intended to encompass the entire curriculum for a given grade level. School divisions are encouraged to incorporate the standards into division-selected high quality instructional materials and curriculum (HQIM).

# 2024 English *Standards of Learning* Revision Timeline

# STAKEHOLDER INPUT AND FEEDBACK PROCESS PART 1



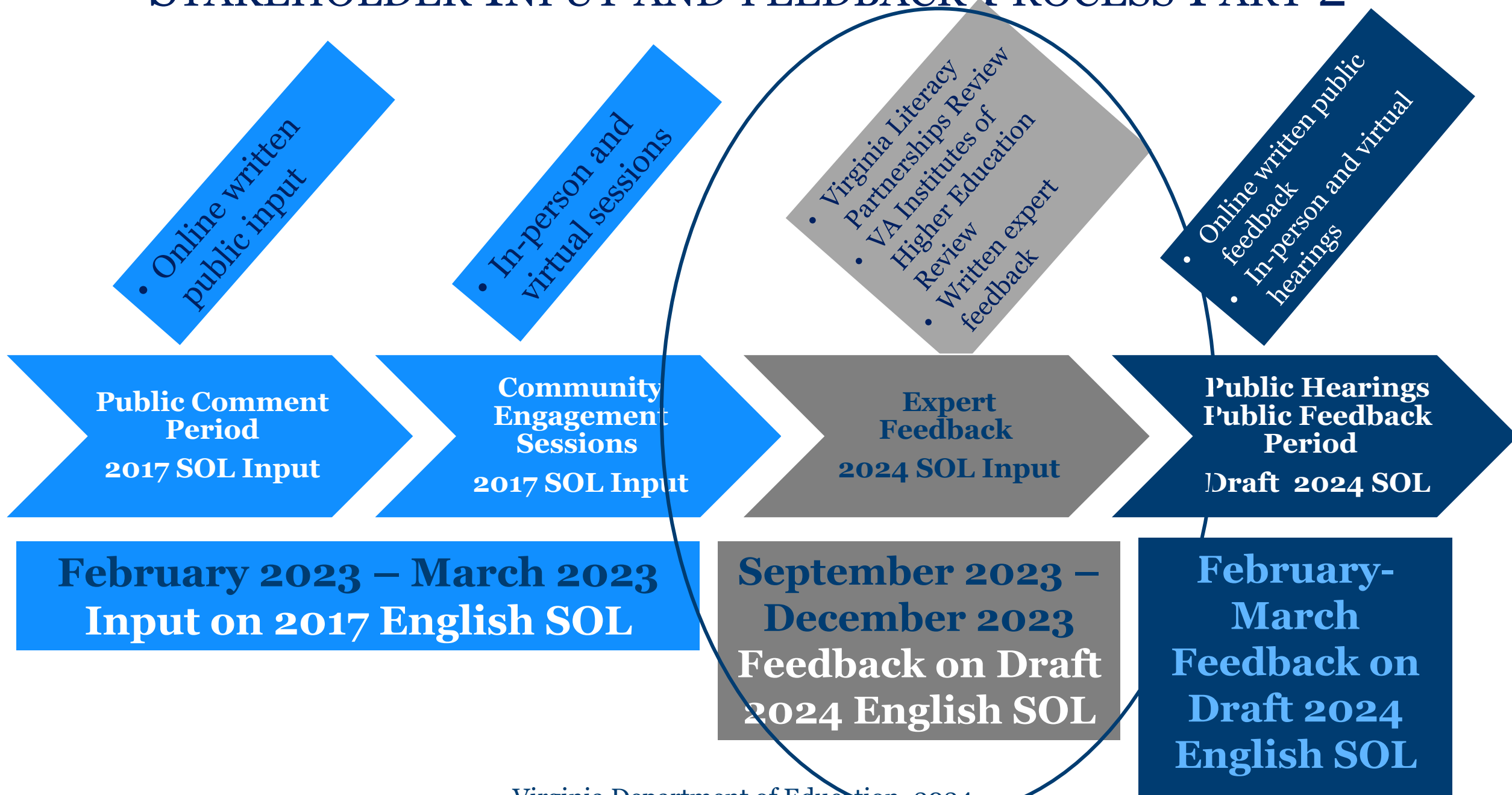
# Standards of Learning Revision Process



# PRIMARY REFERENCES TO SUPPORT REVISION PROCESS

- National Assessment of Educational Progress (NAEP) Framework (2026);
- PISA Assessment and Analytical Framework (2018)
- The NCTE/IRA Standards for English Language Arts (1996, reaffirmed in 2012)
- The Virginia Literacy Act (2023)
- English Standards from Common Core and Other States
  - Indiana Academic Standards English Language Arts Vertical Articulation (2020)
  - Massachusetts English Curriculum Framework (2017)
  - Minnesota K-12 Academic Standards in (draft 2020)
  - Nebraska College and Career Ready for English Language Arts (2021)
  - North Dakota English Language Arts Content Standards (draft 2022)
  - Tennessee English Language Arts Standards (2016)
- Research from Institute of Education Sciences (What Works Clearinghouse)

# STAKEHOLDER INPUT AND FEEDBACK PROCESS PART 2



# STAKEHOLDER INPUT RECEIVED ON DRAFT 2024 STANDARDS

## **Public Input for English *Standards of Learning* Revision: Additional Subject Matter Experts**

- **Thirteen Virginia Two-Year Colleges and Four-Year Universities**
  - James Madison University
  - Shenandoah University
  - Randolph-Macon College
  - Mary Baldwin College
  - Longwood University
  - Liberty University
  - Regent University
  - Virginia State University
  - Virginia Tech
  - Virginia Wesleyan University
  - Virginia Commonwealth University
  - University of Richmond
  - University of Virginia
- **Virginia Literacy Partnerships**
- **National Expert**
- **English Education Advisory Board**

# Highlights of the Draft 2024 English *Standards of Learning*

# STRANDS FOR ENGLISH LANGUAGE ARTS

## 2017

- Communications
- Reading
- Writing
- Research


## 2024


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

# NOTABLE CHANGES FROM PRIOR STANDARDS

 *Foundational literacy skills* – Print Concepts, Phonological and Phonemic Awareness, Phonics & Word Analysis

 *Developing Skilled Readers and Building Reading Stamina*- addresses the essentials components of reading fluency, text complexity, textual evidence, deep reading on topics to build knowledge and vocabulary, and reading strategies

 *Text Complexity*- Provides grade-by-grade specifications for increasing text complexity, this tool can be used to measure and provide students with texts that match the rigor, expectations, and features of grade-level reading in order to ensure students are equipped with the skills necessary for success in higher education, the military, or postsecondary endeavors.

 *Coherence*-make essential connections in and between the strands. Grade level standards are vertically coherent across grade levels, emphasize conceptual understandings, and the integration of skills to provide building blocks from grade level to grade level and spiral K-12.

# The “How to Read” Standards

# FOUNDATIONS FOR READING: THE "HOW TO READ" STANDARDS



## Foundations for Reading (FFR)

### FFR.1 Print Concepts (K)

The student will apply knowledge of how print is organized and read.

### FFR.2 Phonological and Phonemic Awareness (K-2)

The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).

### FFR.3 Phonics and Word Analysis (K-5)

The student will apply phonetic principles to read and spell words.

## Developing Skilled Readers and Building Reading Stamina (DSR) ⚓

**Reading Fluency,  
K-12**

**Text Complexity,  
2-12**

**Textual Evidence,  
K-12**

**Deep Reading on  
Topics to Build  
Knowledge and  
Vocabulary K-12**

**Reading Strategies  
3-12**



# VIRGINIA'S ANCHORED APPROACH



## **(Sample) Developing Skilled Readers and Building Reading Stamina**

**8.DSR** The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain worthwhile knowledge and vocabulary, and using reading strategies when comprehension breaks down.

- 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**).
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (**Text Complexity, 2-12**)
- 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 (**Textual Evidence, K-12**).
- 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**).
- 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 and can be used as applicable in other content areas.**



# EVIDENCE OF GRADE-LEVEL INTEGRATION

## **Reading Informational Texts:**

7.RI.1B Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made and how they are introduced and developed.

## **Writing:**

7.W.1C Write persuasively supporting a well-defined point of view with appropriate claims, relevant evidence, and clear reasoning that are logically grouped.

## **Research:**

7.R.1C Evaluate and analyze the relevance, validity, and credibility of each source, determining what information to include and exclude.

## **Reading and Vocabulary:**

7.RV.1H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

## **Language Usage:**

7.LU.1D Arrange phrases and clauses within a sentence to improve meaning, reader/listener interest, and style in writing.

## **Developing Skilled Readers & Building Reading Stamina: ⚓**

7.DSR.1C 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 (**Textual Evidence, K-12**).

## **Communications:**

7.C.4B Analyze media messages for facts, opinions, persuasive messages, word choice, and viewpoint.

# EVIDENCE OF VERTICAL ARTICULATION



Reading Literary Text K-12

**K:** With prompting and support, **demonstrate knowledge** of story structure by **orally identifying** characters, setting, and important events, and details.

**First: Identify the elements** of a familiar story, including the **characters, setting, and important events** (e.g., conflict and resolution).

**Second: Compare and contrast** characters, settings, and plots **in two versions of the same story** from different cultures (e.g., Cinderella stories).

**Third: Discuss how an author uses** characters and settings to advance the plot.

**Fourth: Determine how an author uses** language (dialogue, sensory language, and dialect), characters, and settings to advance the plot.

# How to Read the Standards Documents

# SIDE-BY-SIDE (HOW TO READ THE STANDARDS DOCUMENTS)

## DRAFT Language Usage (LU)

### 5<sup>th</sup> Grade 2017

5.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.

- a) Use plural possessives.
- b) Use adjective and adverb comparisons.
- c) Use interjections.
- d) Use prepositional phrases.
- e) Use quotation marks with dialogue.
- f) Use commas to indicate interrupters, items in a series, and to indicate direct address.
- g) Use a hyphen to divide words at the end of a line.
- h) Edit for fragments and run-on sentences.
- i) Eliminate double negatives.
- j) Use correct spelling of commonly used words.
- k) Use coordinating conjunctions.

### 5<sup>th</sup> Grade 2024 DRAFT

**5.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.**

#### 5.LU.1 Grammar

- A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- B. Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.
- C. Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence.
- D. Recognize and correct inappropriate shifts in verb tense and number in writing.
- E. Use standard subject-verb agreement when speaking and writing.

#### 5.LU.2 Mechanics

- A. Use commas in series, dates, addresses, and letters in writing.
- B. Use a hyphen to divide words at the end of a line in writing.
- C. Use spelling patterns and generalizations (e.g., word families, syllable patterns, ending rules) when pronouncing and writing words.
- D. Consult reference materials to check and correct spelling.

# CLEAN COPY DRAFT 2024 ENGLISH *STANDARDS OF LEARNING*

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# STAKEHOLDER INPUT AND FEEDBACK PROCESS PART 3



# PUBLIC HEARING DATES AND LOCATIONS

## In-person Hearings 6:30-8:00 p.m.

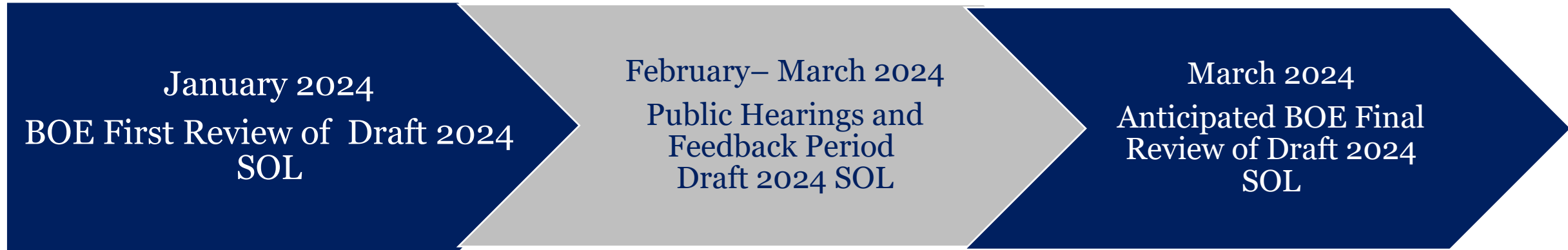
- Monday, February 5, 2024
  - Farmville, VA
- Tuesday, February 13, 2024
  - Newport News, VA
- Thursday, February 15, 2024
  - Harrisonburg, VA
- Tuesday, February 20, 2024
  - Chesterfield, VA
- Wednesday, February 21, 2024
  - Abingdon, VA
- Monday, February 26, 2024
  - Middletown, VA

## Virtual Public Hearings

- Monday, February 12, 2024
  - 9:00-10:30 a.m.
- Friday, February 16, 2024
  - 11:30 a.m.-1:00 p.m.
- Thursday, February 22, 2024
  - 11:30 a.m.-1:00 p.m.
- Tuesday, February 6, 2024
  - 6:30-8:00 p.m.



# NEXT STEPS ENGLISH SOL REVISIONS



# QUESTIONS



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