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**English**  
***Standards***  
***of***  
***Learning***  
**for**  
**Virginia Public**  
**Schools**

**March 2024**



**Board of Education**  
**Commonwealth of Virginia**

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# English Standards of Learning for Virginia Public Schools

**Adopted on March 28, 2024 by the  
Board of Education**

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## ELA Standards Introduction & Guiding Principles

The 2024 *English Standards of Learning* reflect the commitment to raise expectations and increase the rigor of our education to better align with the demands of the present and future world.

This introduction provides a brief overview of the following context around these revised standards:

- Guiding Principles
- Overview of How these Standards are More Coherent and Rigorous
- The Foundational Role of the Science of Reading

### Guiding Principles

*These English Standards serve as the expectations of what students must master to be prepared for life beyond high school. They were developed with the following specific goals in mind:*

1. **Inspire learners to embrace the joy of unlocking new knowledge, worlds, and experiences through these Standards.** Mastering these Standards not only prepares Virginia learners for success in life, but it should also bring delight, pleasure, and connection as lifelong learners. The expression of ideas, feelings, and insights is one of the greatest joys and unique traits of being human. These Standards aim to help remind us of all our shared humanity across time, geography, and culture.
2. **Raise the floor; remove the ceiling.** Over half of our 3<sup>rd</sup> through 8<sup>th</sup> graders cannot read on grade level and our 4<sup>th</sup> graders experienced the greatest learning loss in reading across the nation on the Nation’s Report Card (NAEP). While we work diligently to get every student reading to grade level, we must also tailor our implementation of these standards to ensure those students who are on track or already ahead of grade level have opportunities to soar. There should be no limit to how far or how fast our students can progress.
3. **Ensure every child is reading by 3<sup>rd</sup> grade on or above grade level.** Children who are not reading by 3<sup>rd</sup> grade are less likely to graduate, go on to higher education, secure family-sustaining jobs or be successful in life. This involves exposing students to complex texts at or above their reading level as well as increasingly more advanced vocabulary. Reading on or above grade level is a nonnegotiable expectation for Virginia’s education system. These Standards lay out expectations to make this goal a reality.

4. **Prepare every graduate to be an effective communicator.** These Standards are designed to nurture strong readers, effective writers, compelling speakers, and active and engaged listeners. The family-sustaining jobs of today and the future require the ability to problem solve and collaborate in and across teams; this demands strong analytical, presentation, and communication skills. This goal is critical to producing future members of our communities, our economy, and our democracy.
  
5. **Teach reading based on research — embrace the science of reading.** We update our standards at least every seven years because we are continuously learning more about how to effectively prepare students for life. This latest version of our English standards is fundamentally grounded in the research-based approach to reading, commonly called the Science of Reading, but more colloquially referred to as Phonics. The Science of Reading is grounded in research about literacy. The 2024 Standards reflect the current research on the importance of explicit, systematic, and sequential instruction in all aspects of literacy development: phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. We know that to ensure all students’ success we need to support teachers with materials, training, coaching, and resources that aligns with current science of reading research. We know how to teach our children how to read, and we know the materials, the teacher training and coaching, and curriculum that will help our students be successful.
  
6. **Strengthen foundational skills.** In our digital age, some people claim that access to technology negates the need to master foundational skills in writing. These standards ensure every child can demonstrate mastery in spelling, grammar, penmanship, and the ability to communicate their thoughts in writing. We value the art of cursive writing and therefore we must ensure our students know how to read and write in cursive. But most importantly, we must guarantee that all students are fully literate, which includes a command of all the necessary skills required of excellent writers. When our students can write, they have to ability to communicate their thoughts, actively participate civically, and engage in high wage professions of their choice.
  
7. **Prioritize strong research, analytical and synthesis skills.** Students who graduate with strong competencies in research and analysis will have the durable skills that are prized in our most in demand jobs. The ability to analyze digital and traditional media for bias and

accuracy and to question assumptions and not accept conventional wisdom are increasingly important skills. Being able to defend a point of view with facts and evidence and present a compelling thesis and case are some of the most important skills for success in life after high school.

8. **Ensure students demonstrate competency with reading, writing, discussing, and presenting a broad selection of both informational and literary texts and books.** To be prepared for life, learners must demonstrate competency with deciphering and making meaning of materials ranging from periodicals to poetry. It also means mastering the ability to write for different audiences and different purposes, including expository, analytical, persuasive, narrative and creative writing. The ability to analyze and synthesize the main themes from a research journal, a Greek play, a disciplinary text or digital media is a skill that is critical for success in school, work, and in life as a citizen.
9. **Expose students to a wide variety of genres, authors, and great works prior to graduation.** We have a continuously expanding selection of great literature, and our students should be exposed to literary work across cultures, eras, and viewpoints. In addition, there are critical pieces of literature that scholars and Virginians believe are fundamental to being part of a well-rounded education because they capture the shared human condition in such a powerful way. While the state does not provide a list of prescribed books to read, there is a strong belief that every Virginia graduate will have read a wide selection of classical and contemporary literature. Virginia learners should be exposed to foundational authors such as Homer and Shakespeare as well as masterpieces from different genres, cultures, geographies, and time periods.
10. **Utilize technology and Artificial Intelligence (AI) as tools for teaching and learning around these ELA standards, but also as a topic of instruction, in a safe, ethical and responsible manner.** Since the last revision of these ELA standards, the role of technology and the power of AI in our lives has exploded. Technology has transformed how we communicate—how we read, write, gather information, and present our ideas. AI has the power to transform all of that and to make access to knowledge more efficient and broader than ever thought possible. Both bring immense risks—around privacy and security of data, cheating and ethical issues, and dampening the benefits of iteration and struggle in the learning process. Students must know how to use both tools—technology and AI—effectively, ethically, and responsibly.
11. **Use judgement and a transparent process to ensure materials and topics are developmentally appropriate.** School divisions should have a transparent public process

that involves parents for making, communicating, and implementing decisions about age-appropriate topics, materials, and books to be included in the curriculum.

## **Overview of How these Standards are More Clear, Aligned and Rigorous**

These revised standards are more rigorous and coherent than the existing standards. This ensures every student is prepared to be an effective communicator in our increasingly complex world and ready for success in college and career.

The 2024 English Standards of Learning improvements include:

- Foundational skills at each grade level in (K-8) to align with the Virginia Literacy Act and ensure explicit, systematic and evidence-based literacy instruction for our youngest learners. The sub strands included to address these areas are Print Concepts, Phonological and Phonemic Awareness, Phonics & Word Analysis, and Developing Skilled Readers & Building Reading Stamina.
- Connections across “The Foundations for Reading Skills” and “The Foundations for Writing standards” in K-5 so that teachers explicitly focus on foundational skills that students must control to be successful as writing becomes more complex.
- A new structure that presents a “skills first” approach in each grade level to emphasize the grade level skills readers need to tackle to engage in more difficult material.
- Foundational transcription skills such as handwriting and spelling are essential for students to be able to express their ideas through writing. The Foundations for Writing standards work in tandem with the writing standards as students move from foundational writing skills to engaging in the writing process through grade twelve.
- Required applications of skill mastery.
- Emphasis on “Developing Skilled Readers and Building Reading Stamina standards in K-12” are designed to address the essential areas of reading fluency, text complexity, textual evidence, stamina, and deep reading on topics to build knowledge and vocabulary and reading strategies. These "how to read standards" highlight the most critical research and evidence-based elements of literacy, which will allow for a focus on more rigorous grade-level expectations throughout the strands.
- Increased rigor in the secondary level. Through actions that require evaluation, analysis, and critique of texts and topics through discussion, reading, writing, and when conducting research, the standards expect writing for a variety of audiences and purposes, including expository, persuasive, argumentative, analytical, reflective, and technical. The purpose of this structure is to ensure that students are prepared and understand how to write for different purposes in their postsecondary experiences.
- Integration of the processes of critical reading, writing, research, and communication, to deepen students’ learning, critical thinking, and achievement across all content areas.

## **The Foundational Role of the Science of Reading**

Over the past five years, a revolution has occurred in literacy instruction across the country. Virginia has led this transformation and created the most comprehensive literacy policy frameworks in the country. The landmark 2022 Virginia Literacy Act provides the mandate and



resources to transform early literacy instruction as well as spurred the expedited revision of the *English Standards of Learning*.

The Virginia 2024 *English Standards of Learning* are guided by the same evidence and research within the 2022 Literacy Act. These standards are rooted in a sounds-first, systematic approach to teach early grades reading as well as a rigorous and comprehensive approach to building strong readers, writers, and communicators throughout the upper grades.

Currently only 35% of U.S. fourth grade students are reaching grade level proficiency, and in Virginia, 32% are reaching grade level proficiency based on the 2022 National Assessment of Educational Progress. Over the past ten years, literacy proficiency in Virginia has dropped 11 percentage points in grade 4 and 6 percentage points in grade 8.

Reading proficiently by third grade has a direct impact on high school graduation. A student struggling to read on grade level in third grade is four times more likely to drop out and struggle with lifelong success, health, and wellness.

Students benefit from explicit and systematic instruction in all areas of literacy including phonological and phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. The Standards outline the explicit instruction, which involves directly explaining concepts, consistent feedback, and support to achieve mastery. The methodology outlined in the Standards ensure that learning intentions are clear to both the teacher and the students.

The 2024 *English Standards of Learning* lay the groundwork for teachers to use an evidence-based approach that starts with a strong foundation, develops a rigorous progression, and creates an intentional focus on applying skills to rigorous texts and learning experiences. This will create a clear roadmap for all Virginia students to achieve college, career, and military readiness by the end of their high school careers.

## 2024 English Standards of Learning Structure

### **Foundations for Reading (K-5)**

Print Concepts (K)

Phonological and Phonemic Awareness (K-2)

Phonics and Word Analysis (K-5)

### **Developing Skilled Readers and Building**

#### **Reading Stamina (K-12)**

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)

#### **Reading and Vocabulary (K-12)**

Vocabulary Development and Word Analysis (K-12)

#### **Reading Literary Text (K-12)**

Key Ideas and Plot Details (K-12)

Craft and Style (3-12)

Integration of Concepts (K-12)

#### **Reading Informational Text (K-12)**

Key Ideas and Confirming Details (K-12)

Craft and Style (K-12)

Integration of Concepts (K-12)

### **Foundations for Writing (K-5)**

Handwriting (K-5)

Spelling (K-5)

### **Writing (K-12)**

Modes & Purposes For Writing (K-12)

Organization and Composition (K-12)

Usage & Mechanics (1-12)

### **Language Usage (K-12)**

Grammar (K-12)

Mechanics (K-12)

### **Communications & Multimodal Literacies (K-12)**

Communication, Listening, and Collaboration (K-12)

Speaking & Presentation of Ideas (K-12)

Integrating Multimodal Literacies (2-12)

Examining Media Messages (4-12)

### **Research (K-12)**

Evaluation and Synthesis of Information (K-12)

# **English Standards of Learning for Virginia Public Schools 2024 Kindergarten**

The kindergarten student will be immersed in a text and language rich environment to develop communication skills, phonological and phonemic awareness, print awareness, vocabulary, comprehension, and an appreciation for reading and writing. The exposure to literary and informational texts will enable students to develop an awareness of reading materials as sources of information and enjoyment. The kindergarten student will expand their listening and speaking vocabularies by listening to texts read aloud, participating in conversations, and learning to collaborate effectively with others. The student will recognize and print letters of the alphabet, apply basic phonetic principles to read and write, identify story elements, and communicate ideas through pictures and writing. The student will be introduced to the research process by asking questions and collaborating in shared research activities. Kindergarten sets the foundation in literacy that students will build on in subsequent grades.

## **Foundations for Reading**

**K.FFR.1 Print Concepts: The student will apply knowledge of how print is organized and read.**

- A. Follow words from left to right and from top to bottom on a printed page, including the return sweep from line to line.
- B. Demonstrate knowledge of a sentence, word, and letter.
- C. Demonstrate knowledge that spoken words are represented in print and separated by spaces.
- D. Identify the author and illustrator of a text and define the role of each.
- E. Identify the front cover, back cover and title of a text.
- F. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**K. FFR.2 Phonological and Phonemic Awareness: 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).**

- A. Demonstrate ability to segment spoken words in sentences and syllables in words.
- B. Blend and segment one syllable words by onset and rime.
- C. Isolate the initial, medial, and final sounds in three phoneme (individual sound) words (excluding words ending with /l/, /r/, or /x/).
- D. Demonstrate ability to segment and blend one syllable words with two, three, and four phonemes (including words with consonant digraphs th, sh, ch, wh).

**K.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.**

- A. Identify capital and lowercase letters of the alphabet.
- B. Identify common letter-sound correspondences.
- C. Discriminate between long and short sounds with common spellings for the five major vowels with open and closed syllables (e.g., short /e/ as in “pet”, long /e/ as in “he”).
- D. Demonstrate knowledge that every word has a vowel sound.
- E. Identify the letter-sound correspondences for consonant digraphs (e.g., ch, sh, th, wh).
- F. Demonstrate knowledge of letter-sound correspondences to blend CV, CVC, VC words.
- G. Decode (read) and encode (spell) words with short vowels, including words beginning or ending in a digraph (e.g., ch, sh, th, wh).
- H. Use letter-sound correspondences to read grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy.

**Developing Skilled Readers and Building Reading Stamina**

**K.DSR.1 The student will build knowledge and comprehension skills from reading and listening to a range of texts. This includes fluently reading decodable sentences and gathering evidence from content-rich texts (through read alouds) on topics to gain purposeful knowledge and vocabulary.**

- A. Use knowledge of letter-sound correspondences to read and reread controlled decodable sentences and texts that include phonic elements and irregular words (**Reading Fluency, K-12**).
- B. (**Text Complexity, 2-12**) - Introduced in Grade Two.
- C. With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (**Textual Evidence, K-12**).
- D. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (**Deep Reading on Topics to Build Knowledge and Vocabulary, K-12**).
- E. (**Reading Strategies, 3-12**) - Introduced in Grade Three.

**\*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

## **Reading and Vocabulary**

**K.RV The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.**

### **K.RV.1 Vocabulary Development and Word Analysis**

- A. Discuss meanings of words from a variety of texts and experiences.
- B. Ask questions about words not understood.
- C. Use vocabulary from across content areas.
- D. Identify the purpose of simple reference materials (e.g., pictures, dictionary, digital dictionary).
- E. Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
- F. Use newly learned words and phrases in discussions and speaking activities.

## **Reading Literary Text**

**K.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard, to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.**

### **K.RL.1 Key Ideas and Plot Details**

- A. With prompting and support, activate prior (experience) and background (content) knowledge and make connections to what is read.
- B. With prompting and support, demonstrate knowledge of story structure by orally identifying characters, setting, important events, and details.
- C. With prompting and support, orally re-tell a familiar story in sequential order (beginning, middle, end).
- D. With prompting and support, generate predictions about story characters and events using the text.

### **K.RL.2 Craft and Style**

\*\*Standards related to Craft and Style are introduced in Grade Three.

### **K.RL.3 Integration of Concepts**

- A. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- B. With prompting and support, compare and contrast characters, plot events, or settings between two familiar stories.

- C. With prompting and support, monitor listening comprehension.

## **Reading Informational Text**

**K.RI The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard.**

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

- A. With prompting and support, ask and answer literal (who, what, when, where) or inferential (why, how) questions about what is read.
- B. With prompting and support, identify the main topic and key details of a text.

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

- A. With prompting and support, identify the purpose of common text features: table of contents, headings, bolded words, and pictures.

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

- A. With prompting and support, identify basic similarities in and differences between two texts on the same topic.
- B. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

## **Foundations for Writing**

**K.FFW The student will print legibly in manuscript.**

### **K.FFW.1 Handwriting**

- A. Use functional pencil grasp for letter formation.
- B. Accurately and automatically print capital and lowercase letters of the alphabet independently.
- C. Write left to right and top to bottom.
- D. Accurately print first and last names, beginning each with a capital letter.
- E. Apply spaces between written words in phrase or sentence level writing.

### **K.FFW.2 Spelling**

- A. Encode (spell) one syllable words with short vowels and one syllable words beginning or ending in a digraph (e.g., ch, sh, th, wh).
- B. Encode (spell) unknown words using logical invented spelling.

- C. With prompting and support, use phoneme/grapheme (sound/symbol) correspondences to spell grade-level high-frequency words with accuracy.

## **Writing**

**K.W The student will write in a variety of forms, linked to kindergarten content and texts.**

### **K.W.1 Modes and Purposes for Writing**

- A. Use a combination of drawing, dictating, and writing to compose narrative stories in sequential order (beginning, middle, end).
- B. Use a combination of drawing, dictating, and writing to compose descriptive writing that identifies a topic and provides one or more relevant details.
- C. Use a combination of drawing, dictating, and writing to write in response to texts heard.

### **K.W.2 Organization and Composition**

- A. With guidance and support, use prewriting activities, including drawing and suggestions from peers to generate ideas and plan writing or dictation. This includes:
  - i. Identifying the audience and purpose of the writing (e.g., letters, stories, “all about” book, etc).
  - ii. Composing or dictating simple sentences that include a subject (noun) and predicate(verb) focused on the topic.

### **K.W.3 Usage and Mechanics**

\*\*See Language Usage for grade level expectations.

## **Language Usage**

**K.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.**

### **K.LU.1 Grammar**

- A. Produce and expand complete sentences in shared language activities.
- B. Use nouns to identify and name people, places, and things.
- C. Use pronouns to identify individuals and groups (*he, she, they, his, hers, their(s)*).
- D. Use adjectives to describe specific objects (quantity, size, age, shape, color, or location).
- E. Use verbs to locate specific actions.

### **K.LU.2 Mechanics**

- A. With guidance and support, begin each sentence with a capital letter and capitalize the pronoun I.
- B. With guidance and support, identify statements and questions and use ending punctuation (e.g., period and question mark).
- C. Phonetically spell words containing unknown letter-sound correspondences.

## **Communication and Multimodal Literacies**

**K.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

### **K.C.1 Communication, Listening, and Collaboration**

- A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:
  - i. Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).
  - ii. Respectfully building on others' ideas and expressing their own clearly.
  - iii. Asking questions to seek help, get information, or clarify information for further understanding.
  - iv. Expressing ideas and needs in complete sentences.

### **K.C.2 Speaking and Presentation of Ideas**

- A. Describe personal experiences using complete sentences.
- B. Speak audibly with appropriate pacing, prosody, and voice level.
- C. Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.
- D. Retell, create, and dictate stories, rhymes, poems, and events in sequential order using drama, props, and/or pictures indicating first, next and last events in a story.

### **K.C.3 Integrating Multimodal Literacies**

\*\*Standards related to Integrating Multimodal Literacies are introduced in Grade Three.

### **K.C.4 Examining Media Messages**

\*\*Standards related to Examining Media Messages are introduced in Grade Four.



## **Research**

**K.R The student will conduct research and listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources.**

### **K.R.1 Evaluation and Synthesis of Information**

- A. With prompting and support, generate a topic of interest and question to explore a given topic.
- B. With prompting and support, find information on the topic from pictures, texts, people or provided sources.
- C. With prompting and support, use drawing, writing, or dictation to record facts and information collected from the research.
- D. With prompting and support, in small or large group settings, informally share recorded information collected from research.

# **English Standards of Learning for Virginia Public Schools**

## **2024 Grade 1**

Developing foundational literacy skills is a priority in first grade. These skills include phonological and phonemic awareness, print awareness, phonics, fluency, language usage, and handwriting. A student in first grade will learn and apply more complex phonics patterns when reading and writing while increasing their automaticity in reading words and connected text. The student will gain fluency when reading and rereading both phonetically controlled and uncontrolled texts. While foundational skills are a focus, it is equally important that the student continue to build world and word knowledge. Immersing the student in a text and language rich environment supports the student’s development of communication skills, vocabulary, comprehension, and an appreciation for reading and writing. The first-grade student will apply comprehension strategies when reading and listening to literary and informational texts and collaborating in classroom discussions. To support knowledge building, an emphasis will be given on materials connected to mathematics, science, and history and social science. The first-grade student will write in a variety of forms for specific purposes.

### **Foundations for Reading**

**1.FFR.1 See Kindergarten for standards that address Print Concepts.**

**1.FFR.2 Phonological and Phonemic Awareness: 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).**

- A. Isolate sounds in four and five phoneme words.
- B. Demonstrate ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch, wh) and consonant blends (e.g., fr, st, bl).
- C. Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl).

**1.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.**

- A. Decode and encode words with short vowels to include blends with digraphs, closed syllables (CVC, CCVC, CVCC, CCVCC).
- B. Decode and encode words with long vowels, open syllables, (CV, CCV) and vowel-consonant-e (CVCE, CCVCE).
- C. Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.
- D. Decode multisyllabic words following basic patterns by breaking the words into syllables.
- E. Read grade-level high-frequency words, including decodable and irregular words with automaticity and accuracy.

- F. Write grade-level high-frequency words with automaticity and accuracy.

## **Developing Skilled Readers and Building Reading Stamina**

**1.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.**

- A. Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (**Reading Fluency, K-12**).
- B. (**Text Complexity, 2-12**) Introduced in Grade Two.
- C. With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (**Textual Evidence, K-12**).
- D. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (**Deep Reading on Topics to Build Knowledge and Vocabulary, K-12**).
- E. (**Reading Strategies, 3-12**): Introduced in Grade Three.

**\*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

## **Reading and Vocabulary**

**1.RV The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.**

### **1.RV.1 Vocabulary Development and Word Analysis**

- A. Discuss meanings of words in context from a variety of texts.
- B. Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships.
- C. Ask for the meaning of unknown words and make connections to familiar words.
- D. Use vocabulary across content areas.
- E. Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. *-s*, *-ing*, *-ed*).
- F. Distinguish shades of meaning among verbs and adjectives.
- G. Identify the purpose of simple reference materials (e.g. picture dictionary, digital dictionary).
- H. Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.

- I. Use newly learned words and phrases in discussions and speaking activities.

## **Reading Literary Text**

**1.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.**

### **1.RL.1 Key Ideas and Plot Details**

- A. Retell familiar stories sequentially and demonstrate an understanding of the story structure, the central message or lesson, and the details.
- B. Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).
- C. Ask and answer literal (who, what, when, where) or inferential (how, why) questions about what is read.
- D. Generate predictions about story characters and events using the text.

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

\*\*Standards that address Craft and Style are introduced in Grade Three.

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

- A. Set a purpose for reading by providing a guiding question, activating prior (experience) and background (content) knowledge.
- B. Make connections between characters, settings, and major events in stories heard, using key details.
- C. Compare and contrast the adventures or experiences of characters in stories heard, using key details.

## **Reading Informational Text**

**1.RI The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.**

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

- A. Ask and answer literal (who, what, when, where) and inferential (why, how) questions about what is read, including demonstrating an understanding of the main topics.
- B. Identify the main idea and supporting details of a text.
- C. Explain the difference between facts and opinions in a text.

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

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

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

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

## **Foundations for Writing**

### **1.FFW The student will print legibly in manuscript.**

#### **1.FFW.1 Handwriting**

- A. Use functional pencil grasp for letter formation.
- B. Accurately and automatically form all capital and lowercase letters and numbers using manuscript letter formation.
- C. Accurately and automatically apply spaces between written words in phrases or sentence-level writing.

#### **1.FFW.2 Spelling**

- A. Use phoneme-grapheme (sound/symbol) correspondence to encode (spell) single-syllable words containing closed syllables (cvc, ccvc, cvcc, and ccvcc), open syllables (cv, ccv), vowel-consonant-e (cvce, ccvce).
- B. Encode (spell) 2-syllable words (e.g., *pancake*) following basic patterns by breaking the words into syllables.
- C. Encode (spell) unfamiliar words by recognizing and applying taught word patterns.
- D. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.

## **Writing**

### **1.W The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.**

#### **1.W.1 Modes and Purposes for Writing**

- A. Use a combination of drawing, dictating, and writing to recount two or more sequenced events or experiences and include details about the events and characters.
- B. Use a combination of drawing, dictating, and writing to compose informative/expository texts that name a topic and supply some facts about the topic.

- C. Use a combination of drawing, dictating, and writing to compose opinion pieces that state an opinion and supply a reason for the opinion.
- D. Use a combination of drawing, dictating, and writing about text(s) read or heard in which students share their thinking with a couple of supporting details from the text.

### **1.W.2 Organization and Composition**

- A. With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:
  - i. Identifying the audience and purpose of the writing (e.g., letters, stories, journals, etc.).
  - ii. Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.

### **1.W.3 Usage and Mechanics**

- A. With guidance and support from adults, edit writing for conventions e.g., spelling, capitalization, usage, punctuation). (See Language Usage for grade level expectations).

## **Language Usage**

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

### **1.LU.1 Grammar**

- A. Produce and expand simple sentences, including a noun, verb, and adjective.
- B. Form regular plural nouns orally by adding 's' or 'es' sound.
- C. Use personal and possessive pronouns to represent nouns.
- D. Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).
- E. Form and use simple verb tenses (past, present, and future) for regular verbs.
- F. Use proper verb tense and correct subject-verb agreement.
- G. Use articles correctly (e.g., a, an, the).
- H. Use interrogatives to ask questions in complete sentences (e.g., who, what, where, when, why, how).

### **1.LU.2 Mechanics**

- A. Capitalize the first word in a sentence, proper nouns, and the pronoun I.
- B. Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).
- C. Use conventional spelling of words with commonly taught spelling patterns and for frequently occurring irregular words.

## **Communication and Multimodal Literacies**

**1.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

### **1.C.1 Communication, Listening, and Collaboration**

- A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:
  - i. Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).
  - ii. Respectfully building on others' ideas and expressing their own clearly.
  - iii. Asking questions to seek help, get information, or clarify information for further understanding.
  - iv. Expressing ideas and needs in complete sentences.

### **1.C.2 Speaking and Presentation of Ideas**

- A. Describe people, places, things, and events with relevant details and using appropriate vocabulary.
- B. Speak audibly with appropriate pacing, prosody, and voice level.
- C. Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.
- D. Retell, create, and dictate stories, rhymes, poems, and events in sequential order using drama, props, and/or pictures indicating first, next, and last events in a story.

### **1.C.3 Integrating Multimodal Literacies**

\*\*Standards related to Integrating Multimodal Literacies are introduced in Grade Two.

### **1.C.4 Examining Media Messages**

\*\*Standards related to Examining Media Messages are introduced in Grade Four.

## **Research**

**1.R The student will conduct research and listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources.**

### **1.R.1 Evaluation and Synthesis of Information**

- A. With prompting and support, generate research questions related to a given topic.
- B. Locate and collect information related to the given topic from pictures, texts, people, or provided sources.
- C. Use templates to organize the information collected (e.g., charts, graphs).

- D. Use drawing, writing, or dictation to record facts and information collected from research.
- E. In small or large group settings, informally share recorded information collected from research.



# **English Standards of Learning for Virginia Public Schools**

## **2024 Grade 2**

Developing foundational literacy skills continues to be a priority in second grade. When reading and writing, a student will apply more complex phonics patterns and common affixes. Fluency continues to be a focus of instruction with students reading and rereading grade level texts with prosody, accuracy, and appropriate rate. The student will continue to build world and word knowledge by being immersed in an environment filled with literary and informational texts. The student will deepen their understanding of genre types with a focus on fairy tales across cultures. The student will expand vocabulary by speaking and listening effectively in classroom discussions. The student will continue to expand their comprehension of texts by participating in collaborative discussions and writing about their reading. The student will begin to make the transition to cursive handwriting. The student will understand writing as a process, will write in a variety of forms and for a variety of purposes including across content areas, and will focus on foundational language usage skills to include grammar and mechanics. The student will research using available resources to complete a research product.

### **Foundations for Reading**

**2.FFR.1 See Kindergarten for standards that address Print Concepts.**

**2.FFR.2 Phonological and Phonemic Awareness: 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).**

- A. Isolate sounds in four and five phoneme words.
- B. Demonstrate the ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl).
- C. Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl).

**2.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.**

- A. Decode and encode words with short vowels to include blends, digraphs, and trigraphs in closed syllables (CVCC, CCVC, CVCC, CCVCC, and CCVCCC) and open syllables (CV, CCV).
- B. Decode and encode words with vowel teams and r-controlled vowels.
- C. Use knowledge of syllabication and syllable types to decode words.
- D. Use knowledge of affixes (e.g., suffixes, prefixes) to decode words.
- E. Read grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy.

### **Developing Skilled Readers and Building Reading Stamina**

**2.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and**

**gathering evidence from grade-level complex texts and reading widely (through read alouds) on topics to gain purposeful knowledge and vocabulary.**

- A. Read a variety of grade-level text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding as necessary **(Reading Fluency, K-12)**.
- B. Proficiently read and comprehend texts from a variety of literary forms that exhibit complexity at the lower range of the grades 2-3 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12)**.
- C. When responding to text through discussion and/or writing, draw several pieces of evidence from read-alouds and grade-level texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12)**.
- D. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12)**.
- E. **(Reading Strategies, 3-12)**: Introduced in Grade Three.

**\*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

## **Reading and Vocabulary**

**2. RV The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.**

### **2.RV.1 Vocabulary Development and Word Analysis**

- A. Discuss meanings of new words or phrases acquired through conversations and literature.
- B. Use vocabulary across content areas.
- C. Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. *-s*, *-ing*, *-ed*).
- D. Use the context of a sentence to apply knowledge of homophones.
- E. Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.
- F. Distinguish shades of meaning among verbs and adjectives.
- G. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
- H. Use newly learned words and phrases in discussions and speaking activities.

## **Reading Literary Text**

**2.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts heard or read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale, with a focus on fables/fairytales from a variety of cultures.**

**2.RL.1 Key Ideas and Plot Details**

- A. Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
- B. Identify a story's central conflict using events from the plot as evidence.
- C. Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.
- D. Generate predictions about story characters and events using the text.

**2.RL.2 Craft and Style**

\*\*Standards that address Craft and Style begin in Grade Three.

**2.RL.3 Integration of Concepts**

- A. Set a purpose for reading by providing guiding questions, activating prior (experience) and background (content) knowledge.
- B. Recognize dialogue in text and explain how it can reveal characters' thoughts and perspectives.
- C. Compare and contrast characters, settings, and plots in two versions of the same story from different cultures (e.g., Cinderella stories).

**Reading Informational Text**

**2.RI The student will use textual evidence to demonstrate and build knowledge from a variety of grade level complex informational texts heard or read.**

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

- A. Ask and answer literal and inferential questions (who, what, where, when, how, and why) about key details in a text.
- B. Retell key details of texts that demonstrate an understanding of the main topics of texts.
- C. Differentiate facts from opinions within a text.

**2.RI.2 Craft and Style**

- A. Use text features (table of contents, headings, pictures, captions, maps, and charts) to preview, set a purpose for reading and gain information.
- B. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**2.RI.3 Integration of Concepts**

- A. Use prior (experience) and background (content) knowledge as context for new learning.
- B. Compare and contrast the most important points presented by two texts on the same topic.
- C. Describe the interactions between two individuals, events, ideas, or pieces of information in texts.

## **Foundations for Writing**

**2.FFW The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.**

### **2.FFW.1 Handwriting**

- A. Maintain legible printing and begin to make the transition to cursive.
- B. Begin to write capital and lowercase letters of the alphabet in cursive.
- C. Begin to sign his/her first and last names.

### **2.FFW.2 Spelling**

- A. Use phoneme-grapheme (sound/symbol correspondence to encode (spell) single-syllable words containing closed syllables (cvc, ccvc, cvcc, and ccvcc), open syllables (cv, ccv), vowel-consonant-e (cvce, ccvce), vowel teams, and r-controlled vowels.
- B. Use phoneme-grapheme (sound/symbol) correspondence to encode (spell) multisyllabic words.
- C. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.

## **Writing**

**2.W The student will write in a variety of forms for diverse audiences and purposes, linked to grade two content and texts.**

### **2.W.1 Modes and Purposes for Writing**

- A. Write narratives that recount a well-elaborated event or short sequence of events and include details about the events and characters and use of time-related words to signal the event sequence.
- B. Write informative/explanatory texts that introduce a topic and develop the ideas with facts and examples.
- C. Write opinion pieces on topics or texts that support a point of view with reasons.
- D. Write in response to text(s) read or heard to share thinking with a couple supporting details from the text.

### **2.W.2 Organization and Composition**

- A. Engage in writing as a process to plan writing based on purpose and genre. This includes:
  - i. Writing a clear topic sentence focusing on the main idea.
  - ii. Identifying the audience and purpose of the writing.

- iii. Developing, selecting, and organizing ideas and details relevant to the topic, purpose, and genre.
- iv. Providing a concluding statement or section.

### **2.W.3 Usage and Mechanics**

- A. With guidance and support from adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
- B. With guidance and support from adults, edit writing for conventions (e.g., spelling, capitalization, usage, punctuation). (See Language Usage for grade level expectations).

## **Language Usage**

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

### **2.LU.1 Grammar**

- A. Produce and expand complete sentences, both simple and compound.
- B. Use indefinite (e.g., anybody, anything) reflexive (e.g., yourself, herself) pronouns.
- C. Form and use regular and frequently occurring irregular plural nouns (e.g., men, teeth).
- D. Use frequently occurring conjunctions to signal simple relationships (e.g., and, but, or, so, because).
- E. Use proper verb tense, including for frequently occurring irregular verbs (e.g., ran, told, went).
- F. Use subject-verb agreement in simple sentences.
- G. Use common abbreviations.
- H. Use contractions and singular possessives.
- I. Eliminate double negatives when speaking.

### **2.LU.2 Mechanics**

- A. Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).
- B. Use commas in salutation and closing of a letter.
- C. Generalize learned spelling patterns when writing words.

## **Communications and Multimodal Literacies**

**2.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

### **2.C.1 Communication, Listening, and Collaboration**

- A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:

- i. Listening actively and following agreed upon rules for participating in discussions.
- ii. Respectfully building on others' ideas and expressing their own clearly.
- iii. Asking and responding to questions that acquire or confirm information on a topic.
- iv. Demonstrating active engagement when listening to a speaker and asking for clarification to ensure understanding.

### **2.C.2 Speaking and Presentation of Ideas**

- A. Use topic specific language and vocabulary to communicate ideas.
  - i. Speak audibly with appropriate pacing, prosody, and voice level.
  - ii. Engage the audience by asking and/or responding to questions.
- B. Create and participate in oral language activities that include oral storytelling and dramatics.
- C. Retell information in an organized manner, focused on a key topic or experience.

### **2.C.3 Integrating Multimodal Literacies**

- A. Create a simple presentation using multimodal tools that enhance the topic or presentation.

### **2.C.4 Examining Media Messages**

\*\*Standards related to Examining Media Messages are introduced in Grade Four.

## **Research**

**2.R The student will conduct research and read or listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources.**

### **2.R.1 Evaluation and Synthesis of Information**

- A. Identify a topic and generate questions to explore the topic.
- B. Locate information in reference texts, electronic resources, interviews, or provided sources.
- C. Use templates to organize the information collected (e.g., charts, graphs).
- D. Record information on sources using own words, organizing evidence into provided categories.
- E. Share information orally in writing, or through visual display, avoiding plagiarism and using own words.

# **English Standards of Learning for Virginia Public Schools**

## **2024 Grade 3**

Developing literacy skills continues to be a priority in third grade with an emphasis on reading grade level texts with prosody, accuracy, and appropriate rate. The student will read a variety of literary and informational texts. With a focus on folk tales and myths across cultures, the student will read a variety of genres. Through purposeful text selection, the student will continue to build their background world and word knowledge. The student will expand their vocabulary while reading by using word analysis skills. The student will continue to use comprehension strategies to monitor their understanding while reading. The student will continue to expand their comprehension of literary and informational texts through collaborative discussions and writing about texts. The student will use the writing process to plan, draft, revise, and edit writing for a variety of purposes and in a variety of forms. The student will write legibly in cursive. The student will continue to identify and use appropriate resources to complete a research product and will understand plagiarism to report information using their own words. The student will use effective communication skills to participate in collaborative activities and will give oral presentations.

### **Foundations for Reading**

**3.FFR.1 See Kindergarten for standards that address Print Concepts.**

**3.FFR.2 See Kindergarten through grade two for standards that address Phonological and Phonemic Awareness.**

**3.FFR.3 Phonics and Word Recognition: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.**

- A. Decode and encode words with vowel teams and r-controlled vowels.
- B. Use knowledge of syllabication and syllable types to decode and encode words.
- C. Use knowledge of affixes (e.g., suffixes, prefixes) to decode and encode words.
- D. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.

### **Developing Skilled Readers and Building Reading Stamina**

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

- A. Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor

while reading to confirm or self-correct word recognition and understanding, as necessary (**Reading Fluency, K-12**).

- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 2-3 bands (See Quantitative and Qualitative Analysis charts for determining complexity in the Appendix) (**Text Complexity, 2-12**).
- C. When responding to texts through discussions and/or writing, draw several pieces of evidence from read alouds and 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 listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use background knowledge as context for new learning (**Deep Reading on Topics to Build Knowledge and Vocabulary K-12**).
- E. Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others (**Reading Strategies, 3-12**).

**\*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

## **Reading and Vocabulary**

**3.RV The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.**

### **3.RV.1 Vocabulary Development and Word Analysis**

- A. Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.
- B. Discuss meanings of complex words and phrases acquired through conversations and literature.
- C. Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g. *-s*, *-ing*, *-ed*).
- D. Use the context of a sentence to apply knowledge of homophones.
- E. Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.
- F. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
- G. Distinguish shades of meaning among verbs and adjectives.
- H. Use strategies to infer word meanings.
- I. Use glossaries, beginning dictionaries and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
- J. Use newly learned words and phrases in discussions and speaking activities.



## Reading Literary Text

**3.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 fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tale, with a focus on folklore and tall tales.**

### 3.RL.1 Key Ideas and Plot Details

- A. Identify thematic topics of stories (e.g. friendship, survival, determination) and the lessons learned.
- B. Identify the central conflict and resolution using events from the plot to summarize the text.
- C. Describe a character's attributes, including their traits, motivations, or feelings and how they develop throughout the text.

### 3.RL.2 Craft and Style

- A. Discuss how an author uses characters and settings to advance the plot.
- B. Identify and explain how an author uses sensory language (e.g., sights, sounds, smells, and tastes) to impact a reader's understanding of characters, settings, and plot events.
- C. Identify the narrator of a story and the speaker of a poem.
- D. Identify the characteristics of different genres.

### 3.RL.3 Integration of Concepts

- A. Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge.
- B. Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events.
- C. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

## Reading Informational Text

**3.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.**

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

- A. Determine the main idea of multi-paragraph texts as well as specific paragraphs within them.
- B. Summarize texts using language that pertains to time, sequence, and cause and effect, referring to historical events, scientific ideas, or steps in technical procedures.

- C. Identify and explain how an author uses reasons and evidence to support specific points in texts.

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

- A. Describe major structural differences between the organizational patterns of different informational texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological order) and how they support a reader's understanding of the text.
- B. Use text features and search tools (e.g., sidebars, hyperlink) to locate and gain information efficiently.
- C. Identify the author's purpose for writing, including what the author wants to answer, explain, or describe.

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

- A. Use prior (experience) and background (content) knowledge as context for new learning.
- B. Compare and contrast the most important points and key details presented in two texts on the same topic.
- C. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- D. Demonstrate comprehension by writing about what is read using the text for support.

## **Foundations for Writing**

**3.FFW The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.**

### **3.FFW.1 Handwriting**

- A. Maintain legible printing.
- B. Write capital and lowercase letters of the alphabet using correct letter formation in cursive.
- C. Sign his/her first and last name.
- D. Form cursive letters with flow from one letter to the next within names and words.

### **3.FFW.2 Spelling**

- A. Use phoneme-grapheme correspondence to encode (spell) multisyllabic words.
- B. Use common affixes to encode (spell) words.
- C. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.

## **Writing**

**3.W The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.**

### **3.W.1 Modes and Purposes for Writing**

- A. Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.
- B. Write personal or fictional narratives that organize event sequences that unfold naturally.
- C. Write informative/explanatory texts to examine a topic that develops the topic with facts and details.
- D. Write opinion pieces on topics or texts, supporting a point of view with facts and reasons.
- E. Write in response to text(s) read or heard to share thinking using supporting details from the text.

### **3.W.2 Organization and Composition**

- A. Engage in writing as a process to compose a well-developed paragraph. This includes:
  - i. Writing a clear topic sentence focusing on a main idea.
  - ii. Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre.
  - iii. Elaborating writing by including supporting details.
  - iv. Using transition words to vary sentence structure.
  - v. Providing a concluding statement.

### **3.W.3 Usage and Mechanics**

- A. With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
- B. With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations).

## **Language Usage**

**3.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.**

### **3.LU.1 Grammar**

- A. Produce, expand, and rearrange simple and compound sentences when speaking and writing.
- B. Distinguish between complete and incomplete sentences.
- C. Form and use comparative and superlative adjectives when speaking and writing.
- D. Form and use regular and irregular verbs when speaking and writing.
- E. Use subject-verb agreement in simple sentences.
- F. Eliminate double negatives when speaking and writing.

### **3.LU.2 Mechanics**

- A. Use commas in series, dates, addresses, and in greetings and closings of letters.
- B. Use apostrophes to form contractions and frequently occurring possessions in writing.
- C. Capitalize holidays, names, and places.
- D. Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge.
- E. Consult reference materials, including beginning dictionaries to check and correct spelling.

## **Communication and Multimodal Literacies**

### **3.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

#### **3.C.1 Communication, Listening, and Collaboration**

- A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and texts. This includes:
  - i. Listening actively and speaking using agreed-upon discussion rules.
  - ii. Respectfully building on others' ideas and expressing their own clearly.
  - iii. Asking and responding to questions that acquire or confirm information on a topic and link their comments to the remarks of others.
  - iv. Actively engaging throughout the collaboration.

#### **3.C.2 Speaking and Presentation of Ideas**

- A. Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:
  - i. Using descriptive details and appropriate facts to support themes or central ideas.
  - ii. Speaking audibly with appropriate pacing, prosody, and voice level.
  - iii. Using language (formal or informal) and style as appropriate to audience, topic, and purpose.

#### **3.C.3 Integrating Multimodal Literacies**

- A. Create a simple presentation using multimodal tools that enhance the topic and/or presentation.

#### **3.C.4 Examining Media Messages**

\*\*Standards that address Examining Media Messages begin in Grade Four.

## **Research**

**3.R The student will conduct research and read or listen to a series of conceptually related texts on selected topics to build knowledge on grade-three content and texts, solve problems and support cross-curricular learning.**

**3.R.1 Evaluation and Synthesis of Information**

- A. Identify a topic and generate questions that explore the topic.
- B. Locate information in reference texts, electronic resources, provided sources, or through interviews and take brief notes on sources.
- C. Organize evidence into relevant categories, recognizing that some sources may be more reliable than others.
- D. Organize and share information orally, in writing, or through visual display.
- E. Avoid plagiarism, giving credit to sources of information (title and author when available).

# **English Standards of Learning for Virginia Public Schools**

## **2024 Grade 4**

In fourth grade, there is an increased emphasis on reading comprehension by comparing literary and informational texts. The student will apply comprehension strategies to monitor their understanding and to think critically about the grade level texts read. Collaborative conversations and writing about reading continue as an extension to expand students' understanding of what they read. The student will read a variety of genres with a focus on realistic and historical fiction across cultures. The student will expand vocabulary using knowledge of roots, affixes, synonyms, antonyms, and homophones. The fourth-grade student continues to write in a variety of forms and purposes across content. Student writing in fourth grade gets more complex, and the student will use organizational structures to convey their message through writing. Working in diverse teams as both a facilitator and a contributor, the student will continue to increase communication and collaboration skills. The student will deliver multimodal presentations and begin to examine media messages. The student will demonstrate comprehension of the research process by evaluating the relevance and reliability of information collected to create a research product. Additionally, the student will continue to understand the difference between plagiarism and using their own words.

### **Foundations for Reading**

**4.FFR.1 See Kindergarten for standards that address Print Concepts.**

**4.FFR.2 See Kindergarten through grade two for standards that address Phonological and Phonemic Awareness.**

**4.FFR.3 Phonics and Word Analysis: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.**

- A. Use knowledge of syllabication and syllable types to decode and encode words.
- B. Use knowledge of morphology (suffixes, prefixes, root/base) to decode words.
- C. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.

### **Developing Skilled Readers and Building Reading Stamina**

**4.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 purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.**

- A. Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12)**.

- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 4-5 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (**Text Complexity, 2-12**).
- C. When responding to texts 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 common organizational text 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.**

## **Reading and Vocabulary**

**4.RV The student will systematically build vocabulary and word knowledge based on grade-four content and texts.**

### **4.RV.1 Vocabulary Development and Word Analysis**

- A. Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.
- B. Discuss meanings of complex words and phrases acquired through conversations and literature.
- C. Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g. *-s*, *-ing*, *-ed*).
- D. Use the context of a sentence to apply knowledge of homophones.
- E. Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.
- F. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
- G. Distinguish shades of meaning among verbs and adjectives.
- H. Use strategies to infer word meanings.
- I. Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
- J. Use newly learned words and phrases in discussions and speaking activities.

## **Reading Literary Text**

**4.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 fantasy, humor, poetry, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tales, with a focus on poetry, realistic fiction and historical fiction.**

**4.RL.1 Key Ideas and Plot Details**

- A. Summarize the theme of stories, dramas, or poetry, including the thematic topic (e.g., courage, loyalty, family) and how characters respond to challenges.
- B. Describe the central conflict and explain the resolution using an understanding of text structure and events from the plot as evidence.
- C. Analyze characters in-depth, drawing on specific details from the text, including their words, actions, or a character’s thoughts.

**4.RL.2 Craft and Style**

- A. Determine how an author uses language (dialogue, sensory language, and dialect), characters, and settings to advance the plot.
- B. Identify the characteristics of different genres of literary texts (e.g., drama, poems, stories) and refer to the structural elements of each.
- C. Identify the narrator of a story and the speaker of a poem.
- D. Differentiate between first-and third-person point of view.

**4.RL.3 Integration of Concepts**

- A. Set a purpose for reading by activating prior (experience) and background (content) knowledge.
- B. Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events.
- C. Explain the overall structure of stories, poems, and plays and how each successive part builds on earlier sections.

**Reading Informational Text**

**4.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.**

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

- A. Summarize the main idea of multi-paragraph texts and the specific paragraphs within them, explaining how key details support the main ideas.
- B. Summarize events, procedures, ideas, or concepts in historical, scientific, or technical texts, including what happened and why.
- C. Distinguish between fact and opinion and explain how an author uses reasons and evidence to support opinions within texts.



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

- A. Explain how authors select an organizational pattern (e.g., cause/effect, comparison/contrast, problem/solution) using transitional words and phrases to support their purpose and a reader’s understanding of the text.
- B. Apply knowledge of text features and search tools in multiple print and digital sources to locate and categorize information efficiently and gain meaning.
- C. Explain the author’s purpose for writing, including what the author wants to answer, explain, or describe based on the connections between particular sentences and paragraphs.

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

- A. Use prior (experience) and background (content) knowledge as context for new learning.
- B. Compare and contrast multiple accounts of the same event or topic and describe the differences in focus and the information provided.
- C. Describe the relationships between a series of historical events, scientific concepts, or steps in technical procedures using words that pertain to comparison, sequence, or cause and effect.

### **Foundations for Writing**

**4.FFW The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.**

#### **4.FFW.1 Handwriting**

- A. Maintain legible printing.
- B. Maintain legible cursive.
- C. Sign his/her first and last name.

#### **4.FFW.2 Spelling**

- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to spell accurately.
- B. Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

### **Writing**

**4.W The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.**

#### **4.W.1 Modes and Purposes for Writing**

- A. Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.

- B. Write personal or fictional narratives that are logically organized around a central problem or experience.
- C. Write expository texts to examine a topic that develops the focus with facts, details, or other information and uses linking words to connect ideas.
- D. Write persuasive pieces on topics or texts that express a clear opinion supported by facts, details, and reasons.
- E. Write in response to text(s) read (including summaries, reflections and descriptions) to demonstrate thinking with details, examples, and other evidence from the text, using linking words to connect ideas.

#### **4.W.2 Organization and Composition**

- A. Engage in writing as a process to compose well-developed paragraphs. This includes:
  - i. Providing an introduction that includes a clear topic sentence that connects to the central idea.
  - ii. Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.
  - iii. Using transition words and prepositional phrases to vary sentence structure and link sentences.
  - iv. Providing a concluding statement or section.

#### **4.W.3 Usage and Mechanics**

- A. With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
- B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

### **Language Usage**

**4.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.**

#### **4.LU.1 Grammar**

- A. Produce, expand, and rearrange simple and compound sentences, including prepositional phrases, when speaking and writing.
- B. Use coordinating (e.g., *and*, *but*), subordinating (e.g., *although*, *because*) conjunctions to join words and phrases in a sentence.
- C. Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing.
- D. Use modal words (e.g., *can*, *may*, *must*) to convey various conditions when speaking and writing.
- E. Use standard subject-verb agreement when speaking and writing.

- F. Use standard noun-pronoun agreement when speaking and writing.

#### **4.LU.2 Mechanics**

- A. Use commas in series, dates, addresses, and letters in writing.
- B. Use commas and quotation marks to indicate dialogue in writing.
- C. Use apostrophes to form contractions and to show possession in writing.
- D. Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.
- E. Consult reference materials to check and correct spelling.

### **Communication and Multimodal Literacies**

#### **4.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

##### **4.C.1 Communication, Listening, and Collaboration**

- A. Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:
  - i. Listening actively and speaking using agreed-upon discussion rules.
  - ii. Respectfully building on others' ideas and clearly expressing their own.
  - iii. Asking and answering specific questions to clarify concepts, share, or follow up on information, make connections, and confirm new understanding(s).
  - iv. Using evidence, examples, or details to support opinions and conclusions.
  - v. Actively engaging throughout the collaboration

##### **4.C.2 Speaking and Presentation of Ideas**

- A. Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:
  - i. Using descriptive details and appropriate facts to support themes or central ideas.
  - ii. Speaking audibly with appropriate pacing, prosody, and voice level.
  - iii. Using language (formal or informal) and style as appropriate to the audience, topic, or purpose.
  - iv. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathered responses, and movement).

##### **4.C.3 Integrating Multimodal Literacies**

- A. Select, organize, and create engaging presentations that include multimedia components and visual displays.
- B. Strategically use two or more interdependent modes of communication to convey the intended message and enhance the development of main ideas or themes.

#### **4.C.4 Examining Media Messages**

- A. Differentiate between auditory, visual, and written media messages (e.g., videos, podcasts, print advertisements) and their purposes (to explain, to inform, to persuade).
- B. Compare and contrast how ideas and topics are depicted (e.g., animation, famous images and words, music and sound, photo-editing) in a variety of media and formats.

### **Research**

**4.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-four content and texts, solve problems, and support cross-curricular learning.**

#### **4.R.1 Evaluation and Synthesis of Information**

- A. Construct and formulate questions about a topic.
- B. Identify search terms to locate information on the topic and gather relevant information from various print and digital sources.
- C. Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.
- D. Develop notes that include important concept, summaries, and identification of information sources.
- E. Organize and share information orally, in writing, or through visual display.
- F. Avoid plagiarism and give proper credit by providing citations whenever using another person's media, facts, ideas, graphics, music, and direct quotations.

# **English Standards of Learning for Virginia Public Schools**

## **2024 Grade 5**

In fifth grade, there is an emphasis on reading comprehension by comparing grade level literary and informational texts. The student will continue to read a variety of literary and informational texts focusing on the author’s craft, style, and approach on a topic or concept. Collaborative conversations and writing about their reading continue as an extension to expand the student’s understanding of what they read. The student will continue to expand vocabulary using knowledge of roots, affixes, synonyms, antonyms, and homophones. The student will use the writing process to write in a variety of forms and purposes across content, demonstrating their thinking and understanding about a text. The student will collaborate with diverse teams working respectfully with others, showing engagement, and valuing individual contributions. The students will deliver multimodal presentations and compare/contrast a variety of techniques used in media messages. The student will demonstrate comprehension of the research process by evaluating the relevance, reliability, and credibility of information collected to create a research product.

### **Foundations for Reading**

**5.FFR.1 See Kindergarten for standards that address Print Concepts.**

**5.FFR.2 See Kindergarten through grade two for standards that address Phonological and Phonemic Awareness.**

**5.FFR.3 Phonics and Word Analysis: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.**

- A. Use knowledge of syllabication and syllable types to decode and encode words.
- B. Use knowledge of morphology (suffixes, prefixes, root/base) to decode words.
- C. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.

### **Developing Skilled Readers and Building Reading Stamina**

**5. 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 purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.**

- A. Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12)**.
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 4-5 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12)**.

- 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 from texts, including quoting or paraphrasing 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 common organizational text 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.**

## **Reading and Vocabulary**

**5.RV The student will systematically build vocabulary and word knowledge based on grade-five content and texts.**

### **5.RV.1 Vocabulary Development and Word Analysis**

- A. Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.
- B. Discuss meanings of complex words and phrases acquired through conversations and literature.
- C. Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g., *-s*, *-ing*, *-ed*).
- D. Use the context of a sentence to apply knowledge of homophones.
- E. Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word.
- F. Analyze the morphological relationships between words, including how Greek and Latin affixes and roots impact the meaning.
- G. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
- H. Distinguish shades of meaning among verbs and adjectives.
- I. Use strategies to infer word meanings.
- J. Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
- K. Use newly learned words and phrases in discussions and speaking activities.

## **Reading Literary Text**

**5.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 poetry, fantasy, humor, mystery, adventure, realistic fiction, historical fiction, and folklore/tall tales, with a focus on fantasy.**

**5.RL.1 Key Ideas and Plot Details**

- A. Summarize the story or play, including the overarching theme and lessons learned, and explain how they are developed or conveyed through specific details.
- B. Describe plots in stories as a sequence of events that develops the central conflict and resolution, including initiating events, climax, and resolution.
- C. Explain how events from the plot cause the character(s) to change or evolve and how the development of character(s) or settings impact the plot.

**5.RL.2 Craft and Style**

- A. Describe how an author develops a character through what characters say, think, do, and how other characters respond.
- B. Analyze the author’s use of language (e.g., synonyms, figurative language, sensory words, dialogue, dialect) and their impact on understanding characters, setting, and plot events.
- C. Analyze how the characteristics of a poem and the author’s use of patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) impact meaning.

**5.RL.3 Integration of Concepts**

- A. Set a purpose for reading by activating prior (experience) and background (content) knowledge.
- B. Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narratives.
- C. Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events.

**Reading Informational Text**

**5.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.**

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

- A. Summarize the main ideas of texts and specific paragraphs within them, including how they are developed through the details.
- B. Summarize events, procedures, ideas, or concepts in historical, scientific, or technical texts, including what happened, how, and why.
- C. Describe how an author uses reasons, evidence, and opinions to support points in a text, by identifying (and accurately quoting) which reasons and evidence support which point(s).

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

- A. Describe the overall organization patterns of texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological) and how each successive part builds on earlier sections, using available transitional words and phrases.
- B. Examine text features and search tools in multiple print and digital sources to evaluate and gain meaning from the information found.
- C. Determine the author’s purpose(s) and describe how the author’s perspective (e.g., beliefs, assumptions, biases) influences the meaning of the text.

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

- A. Use prior (experience) and background (content) knowledge as context for new learning.
- B. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- C. Explain the relationships or interactions between two or more individuals, events, procedures, ideas, or concepts in a historical, scientific, or technical texts, including what happened and why based on specific information in the text.

## **Foundations for Writing**

**5.FFW The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.**

### **5.FFW.1 Handwriting**

- A. Maintain legible printing.
- B. Maintain legible cursive.
- C. Sign first and last name.

### **5.FFW.2 Spelling**

- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to spell accurately.
- B. Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

## **Writing**

**5.W The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.**

### **5.W.1 Modes and Purposes for Writing**



- A. Write personal or fictional narratives in prose or poetic form that organize the writing around a central problem, conflict, or experience using descriptions or dialogue to develop the experience(s).
- B. Write expository texts to examine a topic and convey ideas that develop the focus with relevant facts, concrete details, and examples from multiple sources and are grouped logically.
- C. Write persuasive pieces on topics or texts, including media messages, supporting a clear perspective with adequate facts, reasons, and logically grouped information.
- D. Write in response to texts read (including summaries, reflections, and descriptions) in which students demonstrate their thinking with details, examples, and other evidence from the text that are logically grouped.

### **5.W.2 Organization and Composition**

- A. Engage in writing as a process to compose well-developed paragraphs. This includes:
  - i. Introducing a clear topic sentence and logically organizing ideas and factual evidence to support the position in persuasive writing.
  - ii. Developing, selecting, and organizing ideas relevant to topic, purpose, and genre, using precise and descriptive language and tone-specific vocabulary to enhance the central idea, tone, and voice.
  - iii. Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.
  - iv. Providing a concluding statement or section.

### **5.W.3 Usage and Mechanics**

- A. With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and precise word choice.
- B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).

## **Language Usage**

**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 correctly in compound sentences.
- B. Use colons to separate hours and minutes and to introduce a list.
- C. Use a hyphen to divide words at the end of a line in writing.
- D. Use spelling patterns and generalizations (e.g., word families, syllable patterns, ending rules) when pronouncing and writing words.
- E. Consult reference materials to check and correct spelling.

## **Communication and Multimodal Modal Literacies**

### **5.C. The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

#### **5.C.1 Communication, Listening, and Collaboration**

- A. Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:
  - i. Listening actively and speaking using agreed-upon discussion rules.
  - ii. Respectfully demonstrating agreement or disagreement with others' ideas.
  - iii. Asking and answering relevant questions to build on others' ideas, clarify ideas, and acquire or confirm information.
  - iv. Summarizing the main ideas being discussed, using evidence, examples, and details to support opinions and conclusions.
- B. Share responsibility for the learning based on assigned roles and/or task expectations.

#### **5.C.2 Speaking and Presentation of Ideas**

- A. Report orally on a topic or text or present an opinion in an organized manner. This includes:
  - i. Using content specific vocabulary, appropriate fact,s and relevant descriptive details to support themes or central ideas.
  - ii. Demonstrating appropriate speaking techniques (e.g., adequate volume and clear pronunciation) suitable to the audience, purpose, and situations.
  - iii. Using facial expressions and gestures to support, accentuate, or dramatize the message during oral presentations.
  - iv. Demonstrating awareness of and sensitivity to the appropriate use of words (e.g., avoiding stereotypes, multiple meanings of words).
  - v. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement).

#### **5.C.3 Integrating Multimodal Literacies**

- A. Select, organize, and create engaging presentations that include multimedia components and visual displays.
- B. Strategically use two or more interdependent modes of communication to convey the intended message and enhance the development of main ideas or themes.

#### **5.C.4 Examining Media Messages**

- A. Deconstruct various types of media to identify the characteristics and determine the effectiveness of the intended messages.
- B. Identify the purpose, intended audience, and credibility of information (e.g., auditory, visual, and written media messages) being presented.
- C. Compare and contrast techniques used in a variety of media messages (e.g., animation, famous images and words, music and sound, photo-editing).

### **Research**

**5.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-five content and texts, solve problems, and support cross-curricular learning.**

#### **5.R.1 Evaluation and Synthesis of Information**

- A. Formulate questions that help narrow the topic and revise questions as needed based on research.
- B. Identify search terms to locate information and gather relevant information from various print and digital sources to address the research.
- C. Organize and synthesize information from the print and digital resources, evaluating their relevance, reliability, and credibility.
- D. Develop notes that include important concepts, summaries, and identification of information sources.
- E. Organize and share information orally, in writing, or through visual display.
- F. Avoid plagiarism and give proper credit by providing citations whenever using another person's media, facts, ideas, graphics, music, and direct quotations.

# **English Standards of Learning for Virginia Public Schools**

## **2024 Grade 6**

At the sixth-grade level, the student will demonstrate the ability to work with diverse teams working respectfully with others, participating both as a facilitator and contributor. There is a continued emphasis on text reading and fluency as the student begins to read and comprehend more complex literary and informational texts. In sixth grade, the student will take a deeper look at plot development and be able to explain how an author’s style impacts the reader’s interpretation of a text. There is an increased emphasis on informational reading by creating objective summaries and drawing inferences using textual evidence. These critical-thinking skills are foundational to technical reading and writing and are transferable across content areas. At the sixth-grade level, the student will continue to develop as both reader and writer. The student will also plan, draft, revise, and edit writing in a variety of forms to include multi-paragraph compositions with an emphasis on the development of elaboration and unity. Additionally, the student will be introduced to writing thesis statements. The student will be expected to have greater control over the conventions of writing. In addition, the student will evaluate the validity and authenticity of texts, and will research, organize, evaluate, and communicate information. The student will also learn to cite both primary and secondary sources and follow ethical and legal guidelines for gathering and using information. These skills are necessary for success in future postsecondary education and workplace environments.

### **Foundations for Reading**

**See Kindergarten through grade five for the Foundations for Reading standards.**

### **Developing Skilled Readers and Building Reading Stamina**

**6.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful 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 when necessary (**Reading Fluency, K-12**).
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (**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 level 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.**

## **Reading and Vocabulary**

**6.RV The student will systematically build vocabulary and word knowledge based on grade six content and texts.**

### **6.RV.1 Vocabulary Development and Word Analysis**

- A. Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
- B. Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
- C. Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words.
- D. Use the relationship between particular words, including synonyms and antonyms to better understand each word.
- E. Explain the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification.
- F. Clarify the meaning of an unknown word or select the applicable definition of a word from a text by using word reference materials.
- G. Use general and specialized word-reference materials, print and digital, to identify word origins, derivations, and pronunciations.
- H. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

## **Reading Literary Text**

**6.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.**

### **6.RL.1 Key Ideas and Plot Details**

- A. Summarize texts, including determining the central theme of stories, plays, or poems, and how they are conveyed through specific details.
- B. Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution.
- C. Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot.
- D. Explain how static and dynamic characters impact the plot.
- E. Explain the role of the protagonist and antagonist on plot events.

### **6.RL.2 Craft and Style**

- A. Describe the poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) and their intended impact on the reader.
- B. Explain elements of author's style as purposeful choices (e.g., imagery, figurative language, and word choice) to develop tone.
- C. Explain how an author develops the point of view (e.g., first-person, third person limited, third-person omniscient) of the narrator or speaker in a text and influences how events are described in stories, plays, or poems.

### **6.RL.3 Integration of Concepts**

- A. Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.
- B. Compare and contrast details in two or more paired literary fiction and nonfiction texts on the same topic or with similar themes, including how chapters, scenes, or stanzas work together to provide the overall structure of each text.

## **Reading Informational Text**

**6.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.**

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

- A. Summarize texts, including their main idea(s) and how they are developed with specific details.
- B. Describe how a key individual, event or idea is introduced, illustrated, and elaborated in historical, scientific, or technical texts (e.g., through examples or anecdotes).
- C. Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons, from claims that are not.

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

- A. Determine the purpose of text features (e.g., boldface and italics type; type set in color; underlining; graphics and photographs; and headings and subheadings).
- B. Explain how an author’s word choice, organizational pattern, and language structure convey the author’s purpose.
- C. Explain how an author establishes and conveys a perspective or purpose in an informational text.

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

- A. Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
- B. Compare and contrast one author’s presentation of ideas or events with another’s, identifying where the texts agree or disagree.

## **Foundations for Writing**

**See Kindergarten through grade five for Foundations for Writing standards.**

## **Writing**

**6.W The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.**

### **6.W.1 Modes and Purposes for Writing**

- A. Write narratives to entertain, to share a personal experience, or to alter an existing story that uses narrative techniques to develop the characters, event(s), and experience(s).
- B. Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
- C. Write persuasively about topics or texts, including media messages, supporting well-defined claims with clear reasons and evidence that are logically grouped.
- D. Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).

### **6.W.2 Organization and Composition**

- A. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
  - i. Composing a thesis statement that focuses the topic and introduces the piece clearly.
  - ii. Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
  - iii. Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
  - iv. Using transitions to show relationships between ideas, signal a shift or change in the writer’s thoughts, and make sentences clearer.

- v. Selecting vocabulary and information to enhance the central idea, tone, and voice.
- vi. Expanding and embedding ideas to create sentence variety.
- vii. Providing a concluding statement or section.

### **6.W.3 Usage and Mechanics**

- A. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.
- B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

## **Language Usage**

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

### **6.LU.1 Grammar**

- A. Construct simple, compound, and complex sentences to communicate ideas clearly and add variety to writing.
- B. Use pronoun-antecedent agreement, including indefinite and reflexive pronouns when speaking and writing.
- C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
- D. Use phrases and clauses within a sentence and apply appropriate subject-verb agreement when speaking and writing.
- E. Form and use often confusing verbs (e.g., lie/lay, sit/set, rise/raise) correctly in sentences.

### **6.LU.2 Mechanics**

- A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
- B. Use and punctuate dialogue and direct quotations appropriately in writing.
- C. Recognize and consistently spell frequently used words accurately.
- D. Consult reference materials to check and correct spelling.

## **Communication and Multimodal Literacies**

**6.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

### **6.C.1 Communication, Listening, and Collaboration**



- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
  - i. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
  - ii. Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
  - iii. Asking relevant questions to clarify others' perspectives.
  - iv. Communicating agreement or tactful disagreement with others' ideas, using carefully constructed responses.
  - v. Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
  - vi. Evaluating the effectiveness of participant interactions and one's own contributions to the collaborative work.

### **6.C.2 Speaking and Presentation of Ideas**

- A. Report orally on a topic or present an opinion. This includes:
  - i. Clearly communicating information in an organized or succinct manner.
  - ii. Providing evidence to support the main idea.
  - iii. Using language, vocabulary, and style appropriate to the audience, topic, and purpose.
  - iv. Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
  - v. Using nonverbal skills, such as proper posture and stance, gestures, and eye movement to enhance the overall message.
  - vi. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement).
  - vii. Referencing source material as appropriate during the presentation.

### **6.C.3 Integrating Multimodal Literacies**

- A. Use media and visual literacy skills to select, organize, and create multimodal content that articulates the purpose of the presentation, using two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).
- B. Craft and publish audience-specific media messages that present claims and findings in a logical sequence.

### **6.C.4 Examining Media Messages**

- A. Interpret information presented in diverse media formats and explain how it contributes to the topic.
- B. Explain how media messages are intentionally constructed to impact a specific audience.
- C. Explain the characteristics and analyze the effectiveness of a variety of media messages by considering the results and/or impact on the intended audience.

## Research

**6.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.**

### **6.R.1 Evaluation and Synthesis of Information**

- A. Formulate appropriately narrow questions about a research topic and refocus the inquiry when appropriate.
- B. Collect information from multiple sources, using search terms effectively.
- C. Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.
- D. Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
- E. Organize and share findings in formal and informal oral or written formats.
- F. Give credit for information quoted or paraphrased using standard citations (e.g., author, article title, webpage, and publication date).
- G. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies as they develop.

# **English Standards of Learning for Virginia Public Schools**

## **2024 Grade 7**

At the seventh-grade level, the student will continue to deliver multimodal presentations individually and in collaborative groups. The student will also interpret information presented in diverse media formats and share responsibility for collaborative work, as both a contributor and a facilitator, while striving for consensus to accomplish goals. The student will continue the study of word origins and roots and begin to distinguish among connotations of words. There is a continued emphasis on text reading and fluency as students continue to read and comprehend complex literary and informational texts. In literary texts, the student will analyze point of view, interpret the author’s style, and compare and contrast texts on similar topics. When reading informational texts, the seventh-grade student will analyze how authors use evidence, facts, and opinions to support points in multiple texts. Reading and writing will continue to be an integrated process wherein the student will use authors and texts read as models when working on techniques in their own writing. The student will continue to write for a variety of audience and purposes, focusing on the development of a clear central idea, tone, and voice. In persuasive writing, the student will be able to clearly state claims using evidence from a text or personal experience as support. The seventh-grade student will be expected to have greater control over the conventions of writing. In research, the student will find, evaluate, and select appropriate resources for an oral, visual, written, or multimodal research product. They will evaluate the validity and authenticity of sources, and will apply research techniques to quote, summarize, and paraphrase findings. These skills are necessary for success in future postsecondary education and workplace environments.

### **Foundations for Reading**

**See Kindergarten through grade five for Foundations for Reading standards.**

### **Developing Skilled Readers and Building Reading Stamina**

**7.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 purposeful 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 mid-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.**

## **Reading and Vocabulary**

**7.RV The student will systematically build vocabulary and word knowledge based on grade seven content and texts.**

### **7.RV.1 Vocabulary Development and Word Analysis**

- A. Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.
- B. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
- C. Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words.
- D. Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word.
- E. Analyze the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification.
- F. Distinguish among the nuances in the meaning of connotations of words with similar denotations.
- G. Use general and specialized word-reference materials, print and digital, to identify word origins and derivations, pronunciations, precise meanings, and their parts of speech.
- H. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

## **Reading Literary Text**

**7.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.**

**7.RL.1 Key Ideas and Plot Details**

- A. Describe stated or implied themes of texts and analyze their development throughout the texts using specific details.
- B. Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development.
- C. Explain how static and dynamic characters and the roles of protagonist and antagonist influence plot events.

**7.RL.2 Craft and Style**

- A. Analyze how elements of authors' styles (e.g., word choice, dialogue, form, voice, rhyme, rhythm, and/or sound devices) contribute to meaning in various forms of prose and poetry.
- B. Analyze how the elements of an author's style (e.g., word choice, sentence structure, dialogue, figurative language, imagery) are used to influence and develop tone.
- C. Explain how an author develops the points of view of different characters in a text (e.g., first-person, third person limited, third-person omniscient) and how they affect the reader's interpretation of a text.

**7.RL.3 Integration of Concepts**

- A. Explain how particular elements of stories or dramas interact including how settings shape and influence characters and plot.
- B. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**Reading Informational Text**

**7.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.**

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

- A. Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.
- B. 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.
- C. Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced.

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

- A. Analyze how an author uses text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics and photographs; headings and subheadings; footnotes and annotations) to enhance and support the reader's comprehension.
- B. Analyze how an author's word choice, organizational pattern, and language structure impact the author's purpose and support the reader's comprehension.
- C. Analyze how an author's purpose(s) reflects the author's perspective (e.g., beliefs, assumptions, biases) and influences the meaning of an informational text.

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

- A. Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas.
- B. Compare and contrast how two or more authors writing about the same topic shape their presentations or viewpoints of key information by emphasizing different facts, opinions, and reasoning.

## **Foundations for Writing**

**See Kindergarten through grade five for Foundations for Writing standards.**

## **Writing**

**7.W The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.**

### **7.W.1 Modes and Purposes for Writing**

- A. Write narratives to develop real or imagined experiences or to alter an existing text, using a variety of precise words and phrases and transitional words to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another.
- B. Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
- C. Write persuasively supporting a well-defined point of view with appropriate claims, relevant evidence, and clear reasoning that are logically grouped.
- D. Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).

### **7.W.2 Organization and Composition**

- A. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
  - i. Composing a thesis statement that states a position or explains the purpose.
  - ii. Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
  - iii. Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
  - iv. Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
  - v. Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
  - vi. Expanding and embedding ideas to create sentence variety.
  - vii. Providing a concluding statement or section.

### **7.W.3 Usage and Mechanics**

- A. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.
- B. Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

## **Language Usage**

**7.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.**

### **7.LU.1 Grammar**

- A. Construct simple, compound, complex, and compound-complex sentences to communicate ideas clearly and add variety to writing.
- B. Recognize and use pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns, when speaking and writing.
- C. Use specific adjectives and adverbs to enhance speech and writing.
- D. Arrange phrases and clauses within a sentence and apply appropriate subject-verb agreement to improve meaning, reader/listener interest, and style in writing.
- E. Maintain consistent verb tense across paragraphs in writing.

### **7.LU.2 Mechanics**

- A. Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
- B. Use and punctuate dialogue and direct quotations appropriately in writing.
- C. Recognize and consistently spell frequently used words accurately.

- D. Consult reference materials to check and correct spelling.

## **Communication and Multimodal Literacies**

**7.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

### **7.C.1 Communication, Listening, and Collaboration**

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
  - i. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
  - ii. Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
  - iii. Asking and responding to probing questions and providing appropriate feedback within structured discussions.
  - iv. Communicating agreement or tactful disagreement with others' ideas using carefully constructed statements.
  - v. Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.
  - vi. Evaluating the effectiveness of participant interactions and one's own contributions to small group activities.

### **7.C.2 Speaking and Presentation of Ideas**

- A. Report orally on a topic or text or present an opinion. This includes:
  - i. Clearly communicating information in an organized and succinct manner.
  - ii. Providing evidence to support the main ideas, including pertinent descriptions, facts, details, and examples.
  - iii. Adjusting verbal and nonverbal communication skills appropriate to audience, topic, and purpose to enhance the overall message.
  - iv. Responding to audience questions and comments with relevant evidence, observations, and ideas.
  - v. Referencing source material as appropriate during the presentation.
- B. Memorize and recite a poem demonstrating inflection and meaningful expression that is appropriate to the tone and voice of the selection.

### **7.C.3 Integrating Multimodal Literacies**

- A. Use medial and visual literacy skills to select, organize, and create multimodal content that articulates and enhances the purpose of the presentation using two or more communication



modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).

- B. Craft and publish audience-specific media messages that present claims and findings with relevant evidence in a logical sequence.

#### **7.C.4 Examining Media Messages**

- A. Explain persuasive/informative techniques used in media to sway the audience (e.g., innuendo, card stacking, bandwagon, and appeal to emotions).
- B. Analyze media messages for facts, opinions, persuasive messages, word choice, and viewpoint.
- C. Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages (e.g., authorship, format, content, purpose) on the intended audience.

### **Research**

**7.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.**

#### **7.R.1 Evaluation and Synthesis of Information**

- A. Formulate questions about a research topic, broadening or narrowing the inquiry as necessary.
- B. Collect, organize, and synthesize information from multiple sources using various notetaking formats.
- C. Evaluate and analyze the relevance, validity, and credibility of each source (primary, secondary, digital, and print), determining what information to include and exclude.
- D. Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.
- E. Organize and share findings in formal and informal oral written formats.
- F. Give credit for information quoted or paraphrased, using standard citations (e.g., author, article title and webpage, and publication date).
- G. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.

# **English Standards of Learning for Virginia Public Schools**

## **2024 Grade 8**

In eighth grade, the student will evaluate, analyze, develop, and produce media messages that are intended for specific audiences. The student will create multimodal presentations that include different points-of-view, and collaborate with others to exchange ideas, make decisions, and solve problems. The student will continue the study of word origins, roots, connotations, and denotations. There is a continued emphasis on reading comprehension by comparing literary and informational texts. In literary texts, the student will analyze the development of theme(s) and compare/contrast authors' styles. There will be an increased emphasis on informational reading, and the student will analyze authors' qualifications, point of view, and style. Reading and writing will continue to be an integrated process wherein the student will use authors and texts read as models when working on techniques in their own writing; the student will continue to develop as both reader and writer. The student will also plan, draft, revise, and edit writing in a variety of forms with an emphasis on expository and persuasive writing. The student will write persuasively and use claims, evidence, and counterclaims to advocate and support a position to fit the audience and purpose. The student will be expected to have greater control over the conventions of writing. When researching, the eighth-grade student will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions and possible bias. They will evaluate the validity and credibility of sources, and will apply research techniques to quote, summarize, and paraphrase findings. In addition, the student will learn to cite sources using the Modern Language Association (MLA) or American Psychological Association (APA) style sheet and follow ethical and legal guidelines for gathering and using information. These skills are necessary for success in future postsecondary education and workplace environments.

### **Foundations for Reading**

**See Kindergarten through grade five for Foundations for Reading standards.**

### **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 purposeful 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.**

## **Reading and Vocabulary**

**8.RV The student will systematically build vocabulary and word knowledge based on grade eight content and texts.**

### **8.RV.1 Vocabulary Development and Word Analysis**

- A. Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.
- B. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.
- C. Apply knowledge of Greek and Latin roots and affixes to determine the meaning of unfamiliar words.
- D. Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word.
- E. Analyze the construction and meaning of an author's use of symbols, analogy, and figurative language such as simile, metaphor, personification, hyperbole, and idiom.
- F. Discriminate between the meanings of connotative words and their denotative meanings.
- G. Use general and specialized word-reference materials, print and digital, to determine pronunciation, etymology, derivations, and parts of speech.
- H. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

## Reading Literary Text

**8.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.**

### 8.RL.1 Key Ideas and Plot Details

- A. Analyze and explain the development of theme(s) over the course of texts and their relationship to the characters, settings, plots, and overall messages.
- B. Explain how different plot patterns (e.g., comedy, drama, tragedy) and subplots create meaning and examine their influence on characters, theme, pacing, and point of view.
- C. Justify the decisions and actions of dynamic versus static characters using dialogue or specific events from the text.

### 8.RL.2 Craft and Style

- A. Interpret the meaning and analyze the impact of poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) on the reader.
- B. Analyze how the elements of an author's style (e.g., dialogue, sentence structure and word choices) are used to influence and develop tone and voice.
- C. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- D. Analyze how an author's use of literary devices including foreshadowing, flashback, symbolism, and irony are used to build mystery, suspense, or surprise.

### 8.RL.3 Integration of Concepts

- A. Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.
- B. Compare and contrast fictional portrayals of a time, place, or character with historical accounts of the same period as a means of understanding how authors of fiction use or alter history.
- C. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; literary nonfiction and informational) in terms of their approaches to similar themes and topics.

## Reading Informational Text

**8.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.**

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

- A. Create a main idea statement and provide an accurate summary, clarifying the relationships among the key details and ideas or events.
- B. 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, how they are introduced and developed, and the connections drawn between them.
- C. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning and evidence are relevant and sufficient to support the claims.

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

- A. Evaluate an author's use of text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; footnotes and annotations) to enhance and support the reader's comprehension.
- B. Analyze how an author's word choice, organizational pattern, language structure, viewpoints, and qualifications impact meaning and credibility of a text.
- C. Analyze how an author establishes and conveys a perspective or purpose in a text and acknowledges and responds to conflicting evidence or viewpoints.

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

- A. Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented.
- B. Compare and contrast how two or more authors present conflicting information on the same topic by assessing where the texts disagree in reasoning and evidence.

## **Foundations for Writing**

**See Kindergarten through grade five for Foundations for Writing standards.**

## **Writing**

**8.W The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.**

### **8.W.1 Modes and Purposes for Writing**

- A. Write narratives to develop real or imagined experiences or to alter an existing text, using well-structured event sequences, precise words and phrases, and transitional words to develop the characters, convey sequence, and capture the action.
- B. Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details,

quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.

- C. Write persuasively, supporting well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made.
- D. Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).

### **8.W.2 Organization and Composition**

- A. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
  - i. Composing a thesis statement that states a position or explains the purpose.
  - ii. Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
  - iii. Stating and defending conclusions or positions with reasons and precise, relevant evidence and complete explanation of how evidence and details support a position addressing counterclaims when appropriate.
  - iv. Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
  - v. Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
  - vi. Expanding and embedding ideas to create sentence variety.
  - vii. Providing a concluding statement or section.

### **8.W.3 Usage and Mechanics**

- A. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.
- B. Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

## **Language Usage**

**8.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.**

### **8.LU.1 Grammar**

- A. Construct simple, compound, complex, and compound-complex sentences to communicate ideas clearly and add variety to writing.

- B. Recognize and use pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns, when speaking and writing.
- C. Use specific adjectives and adverbs to enhance speech and writing.
- D. Arrange phrases and clauses within a sentence to improve meaning reader/listener interest, and style in writing.
- E. Maintain consistent verb tense across paragraphs in writing.

### **8.LU.2 Mechanics**

- A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
- B. Use and punctuate dialogue and direct quotations appropriately in writing.
- C. Recognize and consistently spell frequently used words accurately.
- D. Consult reference materials to check and correct spelling.

## **Communication and Multimodal Literacies**

**8.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

### **8.C.1 Communication, Listening, and Collaboration**

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
  - i. Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
  - ii. Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
  - iii. Asking clarifying questions and responding appropriately to others' questions to encourage discussion, foster understanding, and maintain focus on the topic.
  - iv. Communicating agreement or tactful disagreement with others' ideas, using carefully constructed responses.
  - v. Thoughtfully paraphrasing and summarizing ideas made during discussions.
  - vi. Acknowledging new insights expressed by others, and, when justified, modifying their own views.
  - vii. Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
  - viii. Using self-reflection to evaluate one's own role in preparation and participation in small-group activities.

### **8.C.2 Speaking and Presentation of Ideas**

- A. Deliver collaborative and individual formal and informal interactive presentations This includes:

- i. Clearly communicating information in an organized and succinct manner.
- ii. Incorporating pertinent descriptions, facts, details, and examples to support the main ideas.
- iii. Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
- iv. Responding to audience questions and comments with relevant evidence, observations, and ideas.
- v. Referencing source material as appropriate during the presentation.

### **8.C.3 Integrating Multimodal Literacies**

- A. Plan and present a multimodal presentation that
  - i. Sequences ideas logically.
  - ii. Uses pertinent descriptions, facts, and details.
  - iii. Uses two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).
  - iv. Emphasizes different points of view.
- B. Craft and publish audience-specific media messages that present claims and findings with relevant evidence and reasoning.

### **8.C.4 Examining Media Messages**

- A. Examine how the media can influence beliefs, behaviors, and interpretations by using persuasive techniques (e.g., name calling, innuendo, glittering generalities, card stacking, bandwagon, testimonials, appeal to prestige, snobbery or plain folks, appeal to emotions).
- B. Analyze how similar information is presented in diverse media formats by examining electronic, print, propaganda, and mass media.
- C. Evaluate sources for their relationships, motives, intent, and content (e.g., social, emotional, commercial).

## **Research**

**8.R. The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.**

### **8.R.1 Evaluation and Synthesis of Information**

- A. Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary.
- B. Collect, organize, and synthesize information from multiple sources using various notetaking formats.



- C. Evaluate and analyze the relevance, validity, and credibility of sources (primary, secondary, digital, and print) identifying main and supporting ideas, conflicting information, points of view, and any biases.
- D. Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.
- E. Organize and share findings in formal and informal oral or written formats.
- F. Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.
- G. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.

# **English Standards of Learning for Virginia Public Schools**

## **2024 Grade 9**

In ninth grade, the student will continue to build upon skills previously learned in earlier grades with a variety of texts. There is a continued emphasis on reading comprehension by explaining, comparing, and analyzing literary and informational texts. In literary texts, the student will apply knowledge of literary terms to describe, differentiate, and analyze a variety of genres. In ninth grade, there will be an increased emphasis on informational reading, and the student will examine the function of a text within context. The student will demonstrate their comprehension by writing and use the texts read in class to understand the author’s craft to compose original compositions. The student will continue to expand vocabulary using the structural analysis of roots and affixes, as well as figurative language, to understand complex words. With an explicit focus to integrate reading and writing processes, the grade-nine student will use mentor texts as models to plan, draft, revise, and edit expository writing in preparation for postsecondary work and career. There is also an emphasis on persuasion, defending a position using counterclaims, reasons, and evidence from credible sources. The student will continue to work in collaborative groups assisting with setting guidelines and working toward consensus. The student will evaluate sources and examine media messages to analyze the content, author’s viewpoint, and structure. The student will select, use, and analyze multimodal tools to create presentations both independently and in small groups. The student will apply research techniques to create independent research products and analyze and synthesize information gathered from diverse sources by identifying misconceptions and possible bias, citing both quoted and paraphrased information using either MLA or APA style.

### **Developing Skilled Readers and Building Reading Stamina**

**9.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 purposeful 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 lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12)**.
- 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)**.

- 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.**

## **Reading and Vocabulary**

**9.RV The student will systematically build vocabulary and word knowledge based on grade nine content and texts.**

### **9.RV.1 Vocabulary Development and Word Analysis**

- 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 explain the meanings of unfamiliar and complex words.
- D. Discriminate between the connotative and denotative meanings and interpret the connotation(s).
- E. Identify and explain idiomatic language in context.
- F. Explain the meaning of literary and classical allusions and figurative language in context and analyze their roles in texts.
- G. Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.

## **Reading Literary Text**

**9.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 narratives, literary nonfiction, poetry, and drama.**

### **9.RL.1 Key Ideas and Plot Details**

- A. Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.

- B. Examine and analyze the characteristics that distinguish literary forms (e.g., fiction, nonfiction, poetry, prose, novel, drama, essay, speech) and analyze how the differing structure of each literary form contributes to its meaning and style.
- C. Differentiate between character types in literary texts (e.g., dynamic/round character, static/flat character, and stereotype) and their impact on the theme.
- D. Identify and describe how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures.

### **9.RL.2 Craft and Style**

- A. Analyze the use of rhyme, rhythm, sound, imagery, and other literary devices in poetry to convey a message and elicit a reader's emotions.
- B. Explain how an author's specific word choices, syntax, tone, and voice shape the meaning of the text.
- C. Explain the point of view and distinguish between what is implied or intended because of the use of hyperbole, irony, sarcasm, and understatement.

### **9.RL.3 Integration of Concepts**

- A. Describe how the historical or social function of a text depends on its context (e.g., cultural, situational, historical, geographical).
- B. Explain the relationships between and among particular literary elements of a story or play, including how the setting shapes the plot and characters.

## **Reading Informational Text**

**9.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.**

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

- A. Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author's intended purpose for writing.
- B. Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.
- C. Distinguish among, facts, reasoned judgments, and/or speculation in texts to determine where a position/argument is to be confirmed, disproved, or modified.

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

- A. Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure.

- B. Analyze an author’s word choice and use of rhetorical devices to persuade or convince an audience.
- C. Analyze how authors use rhetorical devices to create ethos, logos, and pathos and impact the reader.

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

- A. Compare the perspectives and viewpoints of two or more authors regarding their treatment of the same or similar topics, including the details they include and emphasize in their respective accounts as well as the impact of each author’s qualifications.
- B. Evaluate the clarity and accuracy of information found in informational texts, corroborating or challenging conclusions with other sources of information.

## **Writing**

### **9.W The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.**

#### **9.W.1 Modes and Purposes for Writing**

- A. Write extended pieces that:
  - 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.
- B. 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.
- C. Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

#### **9.W.2 Organization and Composition**

- A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
  - i. Composing a thesis statement that clearly communicates the writer’s position or assertion.
  - ii. Establishing, supporting, and maintaining a central idea with evidence throughout a piece of writing, organizing ideas in a logical sequence to exhibit unity.

- iii. Using transitions, precise vocabulary, and sentence variety to create a cohesive structure that shows the relationship between arguments, evidence, and ideas.
- iv. Using background knowledge to expand ideas and add depth, utilizing reference materials when necessary.
- v. Identifying and addressing counterarguments and providing a rebuttal where appropriate.

### **9.W.3 Usage and Mechanics**

- 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).

## **Language Usage**

**9.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.**

### **9.LU.1 Grammar**

- A. Use parallel structure across sentences and paragraphs to link and compare/contrast ideas in writing and speaking.
- B. Craft and apply a variety of sentence structures to infuse sentence variety in writing.
- C. Use and apply the active and passive voice as appropriate when speaking and writing.
- D. Use appositives and main and subordinate clauses to convey and clarify a message when speaking and writing.
- E. Maintain consistent verb tense when speaking and writing.

### **9.LU.2 Mechanics**

- A. Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses 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 citing sources.
- C. Spell correctly, consulting reference materials to check as needed.

## **Communication and Multimodal Literacies**

**9.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

### **9.C.1 Communication, Listening, and Collaboration**

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:
  - 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 and tactfully with evidence to diverse perspectives, including challenging, clarifying, or verifying ideas and conclusions.
  - vi. Summarizing points of agreement and disagreement.
  - vii. Using reflection to evaluate one’s own role and the process in paired or small-group activities.

### **9.C.2 Speaking and Presentation of Ideas**

- A. Report orally on a topic or text or present an opinion. This includes:
  - i. Choosing vocabulary, language and tone appropriate to the topic, audience, and purpose.
  - ii. Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).
  - iii. Analyzing the effectiveness of one’s presentation, including introduction, central idea, organization, and conclusion.
- B. Memorize and accurately recite a short selection from a longer text demonstrating inflection and meaningful expression that is appropriate to the tone and voice of the selection.

### **9.C.3 Integrating Multimodal Literacies**

- A. Make strategic use of multimodal tools.
- B. Monitor, analyze, and use multiple streams of simultaneous information.
- C. Create media messages for diverse audiences and purposes.

### **9.C.4 Examining Media Messages**

- A. Determine the purpose of the media message and its effect on the audience.
- B. Analyze the persuasive techniques used in diverse media formats (e.g., name calling, innuendo, glittering generalities, card stacking, bandwagon, testimonials, appeal to prestige, snobbery or plain folks, appeal to emotion).
- C. Evaluate the credibility, word choice, viewpoints, and bias in media presentations.
- D. Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.

- E. Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.
- F. Identify the possible cause and effect relationships between mass media coverage and public opinion trends in media messages.

## **Research**

**9.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-nine content, texts and areas prompted by student interest.**

### **9.R.1 Evaluation and Synthesis of Information**

- 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. Analyze and evaluate the primary and secondary sources gathered for their credibility, reliability, accuracy, and usefulness that includes identifying their main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.
- D. Synthesize multiple streams of information to support claims and introduce counterclaims.
- E. Create research products aligned with the demands of the reading and writing standards.
- F. Cite 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 plagiarism's meaning and legal consequences 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.



# **English Standards of Learning for Virginia Public Schools**

## **2024 Grade 10**

In tenth grade, the student will continue to build upon skills learned in earlier grades. There is a sustained emphasis on reading comprehension by comparing and analyzing literary and informational texts. The student will analyze the historical, cultural, and social function and universal themes of literary texts from different cultures. The tenth-grade student will analyze and synthesize information from informational texts to solve problems, answer questions, and generate new knowledge. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. With an explicit focus to integrate reading and writing processes, the grade-ten student will use mentor texts as models to write with an emphasis on argument while showing relationships among claims, reasons, and evidence from reliable sources. The student will create media messages and continue to use multimodal tools to create presentations both independently and in small groups, reflecting on their own role in the process. The student will analyze and evaluate how media messages are created by reviewing both print and digital publications. The student will continue to build research skills presenting information gathered from diverse sources, identifying misconceptions and possible bias while crediting sources using MLA or APA style. The tenth-grade student will continue to become a skilled communicator, working both independently and in collaborative groups while presenting alternate views and working to fulfill a specific purpose.

\*The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.\*

### **Developing Skilled Readers and Building Reading Stamina**

**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 purposeful 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 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12)**.
- 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)**.

- 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.**

## **Reading and Vocabulary**

**10.RV The student will systematically build vocabulary and word knowledge based on grade ten content and text.**

### **10.RV.1 Vocabulary Development and Word Analysis**

- 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 connotation(s).
- E. Identify and explain idiomatic language in context.
- F. Explain the meaning of literary and classical allusions and figurative language in context and analyze their roles in texts.
- G. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

## **Reading Literary Text**

**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.**

### **10.RL.1 Key Ideas and Plot Details**

- 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.

### **10.RL.2 Craft and Style**

- A. Explain the overall structure of a poem, including how each successive part builds on earlier sections 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.

### **10.RL.3 Integration of Concepts**

- 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.

## **Reading Informational Text**

**10.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.**

### **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.
- B. Compare characteristics of the information from informational, 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.

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

- 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.

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

- 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.

## **Writing**

**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.**

### **10.W.1 Modes and Purposes for Writing**

- A. Write extended pieces that:
  - 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.
- B. Write arguments that:
  - i. Develop a thesis that demonstrates knowledgeable judgements.
  - 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 presented.
- 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.

- 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.).

### **10.W.2 Organization and Composition**

- A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
  - 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.

### **10.W.3 Usage and Mechanics**

- 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).

## **Language Usage**

**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.**

### **10.LU.1 Grammar**

- 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.

### **10.LU.2 Mechanics**

- 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.

## **Communication and Multimodal Literacies**

### **10.C The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.**

#### **10.C.1 Communication, Listening, and Collaboration**

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:
  - 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. Assessing, 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.

#### **10.C.2 Speaking and Presentation of Ideas**

- A. Report orally on a topic or text or present an opinion. This includes:
  - 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.

- B. Memorize and accurately recite a speech with intonation, meaningful expression, and emotion that conveys the intended mood (e.g., inspiration, motivation, conviction).

### **10.C.3 Integrating Multimodal Literacies**

- 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.

### **10.C.4 Examining Media Messages**

- 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.

## **Research**

**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.**

### **10.R.1 Evaluation and Synthesis of Information**

- 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 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.



# **English Standards of Learning for Virginia Public Schools**

## **2024 Grade 11**

In eleventh grade, there is a sustained emphasis on reading comprehension by analyzing, evaluating, and critiquing literary and informational texts. The student will conduct comparative analyses of multiple texts that address the same topic to determine how authors reach similar or different conclusions. The student will examine and analyze literary texts by American authors describing the contributions of other cultures and identifying prevalent themes and characterizations, which are reflective of American history and culture. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. With an explicit focus to integrate reading and writing processes, the grade-eleven student will use mentor texts as models to write with an emphasis on analysis for multiple purposes and audiences to create focused, organized, and coherent writing. The student will also have authentic opportunities to write for postsecondary experiences, including college and the workplace. The student will create and deliver multimodal presentations and analyze and critique how media messages are constructed for specific audiences. The student will produce a research product synthesizing information from primary and secondary sources while maintaining ethical and legal guidelines for gathering and using information. The eleventh-grade student will continue to build communication skills working both independently and in collaborative groups. The student will continue to demonstrate the ability to work within collaborative groups while presenting alternate views and working to fulfill a specific purpose.

\*The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.\*

### **Developing Skilled Readers and Building Reading Stamina**

**11.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 purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.**

- A. Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12)**.
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12)**.
- 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**).

- 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.**

## **Reading and Vocabulary**

**11.RV The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.**

### **11.RV.1 Vocabulary Development and Word Analysis**

- 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 meanings of words and phrases.
- C. Use structural analysis of roots, affixes, and etymology to understand the meanings of unfamiliar and complex words.
- D. Analyze the nuances in the meaning of words with similar denotations (e.g., clever, cunning, brainy).
- E. Explain and analyze idiomatic language in context.
- F. Explain the meaning of figurative language and literary and classical allusions and analyze their role in texts.
- G. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

## **Reading Literary Text**

**11.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 American literature.**

### **11.RL.1 Key Ideas and Plot Details**

- A. Analyze the development of universal themes (e.g., loss of innocence, coming of age, relationship with nature) prevalent in American literature (e.g., short stories, poems, plays, novels, essays, and literary nonfiction) of different eras.
- B. Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the setting and plot.
- C. Analyze how characters are revealed through particular lines of dialogue or events.
- D. Analyze and evaluate how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures.

### **11.RL.2 Craft and Style**

- A. Interpret and analyze how the sound and imagery of poetry support the subject, mood, form, and theme and appeal to the reader’s senses.
- B. Evaluate how authors use specific word choices, syntax, tone, and voice to convey the author’s intent and viewpoint.
- C. Critique how authors use key literary devices (e.g., imagery, personification, symbolism) to contribute to the meaning of a text, including its character development, theme, conflict, and archetypes.
- D. Analyze the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied.

### **11.RL.3 Integration of Concepts**

- A. Explain the influence of the historical and cultural context on form, style, and point of view of texts that represent diverse voices and perspectives.
- B. Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama.
- C. Analyze how authors’ attitudes, viewpoints, and beliefs reflect larger historical, social, or cultural contexts.

## **Reading Informational Text**

**11.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.**

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

- A. Interpret and complete an application for employment or college admission, and summarize the intent, main ideas, and purpose of the workplace or technical documents.
- B. Analyze the hypotheses, data, analysis, and/or conclusions in informational, historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- C. Evaluate the relevance and quality of an author’s premises, claims, counterclaims, and evidence by corroborating or challenging them with other information.

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

- A. Examine how textual elements and organizational patterns contribute to meaning and the author’s purpose.
- B. Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts.
- C. Recognize and analyze the author’s purpose and impact of ambiguity, contradiction, paradox, oxymoron, irony, sarcasm, overstatement, and understatement in informational texts.

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

- A. Analyze information within and between paired passages for similar and conflicting ideas and how authors reach similar or different conclusions.
- B. Compare and contrast informational and technical texts for intent, content, and clarity.

## **Writing**

**11.W. The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.**

### **11.W.1 Modes and Purposes for Writing**

- A. Write extended pieces that:
  - 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.
- B. Write analyses that:
  - i. Develop a thesis that demonstrates knowledgeable judgments.
  - ii. Interpret and investigate evidence from various sources and texts to draw reasonable conclusions that support the writer’s position or assertion.
  - iii. Examine and evaluate processes and/or problems to propose solutions.
  - iv. Organize claims, counterclaims, and evidence in a sustained and logical sequence that explains how the credible evidence supports well-defined points of view.
- C. Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

- D. Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

### **11.W.2 Organization and Composition**

- A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
- i. Composing a thesis statement that clearly communicates the writer’s position or assertion.
  - ii. Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
  - iii. Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
  - iv. Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
  - v. Elaborating ideas clearly through purposeful and precise word choice.

### **11.W.3 Usage and Mechanics**

- A. Revise writing for clarity of content, accuracy, and depth of information.
- 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).
- D. Write and revise to a standard acceptable both in the workplace and in post-secondary education.

## **Language Usage**

**11.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.**

### **11.LU.1 Grammar**

- A. Use verbal phrases to achieve sentence conciseness and variety in speaking and writing.
- B. Use complex sentence structure to infuse sentence variety in writing.
- C. Differentiate and apply active and passive voice to convey a desired effect in speaking and writing.

### **11.LU.2 Mechanics**

- A. Use commas, semi-colons, and colons correctly in complex sentences in writing.
- B. Write and edit work so that it conforms to the guidelines in style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- C. Spell correctly, consulting reference materials to check as needed.

## **Communication and Multimodal Literacies**

### **11.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

#### **11.C.1 Communication, Listening, and Collaboration**

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:
  - i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.
  - ii. Demonstrating the ability to work effectively by coming to a consensus, exercising flexibility, making necessary compromises, and presenting alternate views.
  - iii. Responding thoughtfully and tactfully with evidence to diverse perspectives.
  - iv. Summarizing points of agreement and disagreement.
  - v. Assessing, evaluating critically, and using information accurately to fulfill a task.
  - vi. Using reflection to evaluate one's own role in the group process in small-group activities.

#### **11.C.2 Speaking and Presentation of Ideas**

- A. Report orally on a topic or text or present an opinion. This includes:
  - i. Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
  - ii. Choosing diction and tone appropriate to the topic, audience, and purpose.
  - iii. Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.
  - iv. Utilizing rhetorical techniques (e.g., ethos, pathos, and logos), repetition, and figurative language to deliver a message.
  - v. Anticipating and addressing alternative or opposing perspectives and counterclaims using counter arguments and rebuttals, as appropriate.
  - vi. Evaluating the content and effectiveness of presentations; that includes the introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion.

#### **11.C.3 Integrating Multimodal Literacies**

- A. Create, publish, and deliver multimodal presentations and pieces aimed at a variety of audiences and with different purposes, incorporating spoken or written components.

- B. Demonstrate understanding of multimodal literacy by identifying and evaluating elements such as authorship, format, audience, content, and purpose.
- C. Monitor, organize, analyze, and synthesize multiple streams of simultaneous information to create a summary or formulate a position.
- D. Ethically, purposefully, and strategically incorporate multimodal tools including the Internet and varying technology.

#### **11.C.4 Examining Media Messages**

- A. Analyze the sources and viewpoint(s) of publications including advertisements, editorials, blogs, and websites.
- B. Analyze and critique how media reach the targeted audience for specific purposes.
- C. Analyze, compare, and contrast visual and verbal media messages for content (e.g., word choice and choice of information), intent (e.g., persuasive techniques), impact (e.g., public opinion trends), and effectiveness (e.g., effect on the audience).

## **Research**

**11.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest.**

#### **11.R.1 Evaluation and Synthesis of Information**

- A. Formulate and revise questions about a research topic broadening or narrowing the inquiry as necessary.
- B. Gather and organize information from various sources.
- 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 evidence to support claims and acknowledge 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 American Psychological Association (APA).
- G. Define the meaning and 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.

# **English Standards of Learning for Virginia Public Schools**

## **2024 Grade 12**

In twelfth grade, there is a sustained emphasis on reading comprehension by comparing, analyzing, and evaluating literary and informational texts. The student will examine and analyze literary texts by British authors evaluating how authors use key elements to contribute to meaning and interpreting how themes are connected across texts. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. With an explicit focus to integrate reading and writing processes, the grade-twelve student will use mentor texts as models to analyze and evaluate informational text and use the writing process to write with an emphasis on technical writing for multiple purposes and audiences to create focused, organized, and coherent writing. The student will write to a standard acceptable to both the workplace and to postsecondary education. The student will explain and analyze how media influences beliefs, interpretations, and behaviors. The student will create interactive multimodal presentations both independently and in collaborative groups. The student will produce a research product synthesizing information from primary and secondary sources while maintaining ethical and legal guidelines for gathering and using information. The student will continue to demonstrate the ability to work within diverse teams and collaborative groups.

\*The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.

### **Developing Skilled and Building Reading Stamina**

**12.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 purposeful 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 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12)**.
- 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)**.
- 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.**

## **Reading and Vocabulary**

**12.RV The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.**

### **12.RV.1 Vocabulary Development and Word Analysis**

- 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 meanings of words and phrases.
- C. Use structural analysis of roots, affixes, and etymology to understand the meanings of unfamiliar and complex words.
- D. Analyze the nuances in the meaning of words with similar denotations (e.g., assertive, aggressive, domineering).
- E. Explain and analyze idiomatic language in context.
- F. Interpret the meaning of figurative language and literary and classical allusions and analyze their role in texts.
- G. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

## **Reading Literary Text**

**12.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 British literature.**

### **12.RL.1 Key Ideas and Plot Details**

- A. Analyze the development of universal themes (e.g., loss of innocence, coming of age, relationship with nature) prevalent in British literature (e.g., short stories, poems, plays, novels, essays, and literary nonfiction) of different eras.
- B. Examine how authors structure a text and order events within it through parallel episodes, subplots, and conflicts, and explain how they create such effects as mystery, tension, or surprise.

- C. Analyze how complex characters-those with multiple or conflicting motivations-develop over the course of texts, interact with other characters, and advance the plot.
- D. Analyze and evaluate how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures.

### **12.RL.2 Craft and Style**

- A. Evaluate how the use of figurative language in poetry and prose contributes to the reader's understanding of the subject, form, mood, and theme.
- B. Interpret and analyze how authors create intended effects using diction and impact the tone and mood of the story, play, or poem.
- C. Evaluate the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied.

### **12.RL.3 Integration of Concepts**

- A. Compare and contrast traditional and contemporary texts that draw on similar themes, patterns of events, or character types with an emphasis on poetry, from various cultures.
- B. Compare and contrast the development of a universal theme over the course of two or more literary works including how each theme emerges and is shaped and refined by specific details.
- C. Analyze how authors' attitudes, viewpoints, and beliefs reflect larger historical, social, or cultural contexts.

## **Reading Informational Text**

**12.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.**

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

- A. Interpret and complete an application for employment or college admission, and summarize the intent, main ideas, and purpose of the workplace or technical documents.
- B. Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including how the structure advances their point of view.
- C. Analyze the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false premises or unsupported claims.

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

- A. Analyze text structures to discern how they affect the meaning and message of informational and technical writing and how their text structures differ from those in narrative texts.

- B. Analyze the cumulative impact of specific word choices on meaning, author’s attitude toward the subject, and mood.

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

- A. Evaluate texts with differing points of view on the same or similar events or issues by assessing claims, reasoning, evidence, and connections to other works or historical events.
- B. Analyze how the author organizes an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

## **Writing**

### **12.W. The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.**

#### **12.W.1 Modes and Purposes for Writing**

- A. Write extended pieces that:
  - 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.
- B. Write technical pieces that:
  - i. Describe personal qualifications for potential occupational or educational opportunities.
  - ii. Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
  - iii. Generate technical writing (e.g., job description, questionnaire, job application, or business communication) that clearly address specific audiences with identified purposes.
- C. Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

#### **12.W.2 Organization and Composition**

- A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

- i. Composing a thesis statement that clearly communicates the writer’s position or assertion.
- ii. Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
- iii. Selecting appropriate evidence from multiple texts to clarify ideas, illustrate a counterargument, and/or strengthen a thesis in writing.
- iv. Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.
- v. Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.
- vi. Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.

### **12.W.3 Usage and Mechanics**

- A. Revise writing for clarity of content, accuracy, and depth of information.
- 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 in informal and formal contexts. (See Language Usage for grade level expectations)
- D. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

## **Language Usage**

**12.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.**

### **12.LU.1 Grammar**

- A. Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

### **12.LU.2 Mechanics**

- A. 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.
- B. Spell correctly, consulting reference materials to check as needed.

## **Communication and Multimodal Literacies**

**12.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

### **12.C.1 Communication, Listening, and Collaboration**

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
  - i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.
  - ii. Responding thoughtfully and tactfully with evidence to diverse perspectives.
  - iii. Summarizing points of agreement and disagreement.
  - iv. Selecting and applying multimodal tools to design and develop presentation content appropriate for topic and purpose.
  - v. Evaluating the content of presentations, including introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.
  - vi. Using reflection to evaluate one's own role in the group process in small group activities.

### **12.C.2 Speaking and Presentation of Ideas**

- A. Report orally on a topic or text or present an opinion. This includes:
  - i. Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
  - ii. Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting.
  - iii. Incorporating various rhetorical devices to enhance purpose and strengthening clarity of ideas.
  - iv. Anticipating and addressing alternative or opposing perspectives and counterclaims and rebuttals, as appropriate.
  - v. Monitoring audience engagement effectively and adjusting delivery accordingly during presentations.
  - vi. Evaluating the content and effectiveness of one's presentations, including the introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.
- B. Memorize and recite an excerpt or monologue from a dramatic work portraying the emotions and motivations of the character through voice and body language that conveys the intended tone and mood of the selection.

### **12.C.3 Integrating Multimodal Literacies**

- A. Create and deliver planned, multimodal, interactive presentations collaboratively and individually for a variety of purposes and audiences.
- B. Examine multimodal sources' claims, arguments, ideas, and any point of personal bias by evaluating them for reliability and relevance to serve as credible supporting evidence.
- C. Synthesize multiple streams of information on the same or similar topic to create a summary or formulate a position.

- D. Organize information to create media messages with visual, audio, and graphic components to convey meaning.
- E. Provide appropriate citation of all content from external sources.

#### **12.C.4 Examining Media Messages**

- A. Defend hypotheses about an author's underlying values, viewpoints, and purposes and reflect on how they shape the content.
- B. Analyze and critique the effectiveness of media messages by evaluating the purpose, evidence, and clarity for specific purposes with targeted audiences.
- C. Analyze and evaluate how the media's use of symbolism, imagery, metaphor, and bias impacts the message.
- D. Explain and analyze how values and viewpoints are included or excluded and how media influences beliefs, interpretations, and behaviors.
- E. Analyze media to determine the cause-and-effect relationship(s) between media coverage and public opinion trends.

### **Research**

**12.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.**

#### **12.R.1 Evaluation and Synthesis of Information**

- A. Formulate and revise questions about a research topic broadening or narrowing the inquiry as necessary.
- B. Gather and organize information from various sources.
- C. Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations; that includes identifying the main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.
- D. Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.
- E. Create research products aligned with the demands of the reading and writing standards.
- F. Cite 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 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.



# English Standards of Learning for Virginia Public Schools

## Appendix

### Virginia’s Approach to Text Complexity

The Standards define a two-part model for determining how easy or difficult a particular text is to read and grade-by-grade specifications for increasing text complexity in successive years of schooling. Coupled with grade-specific reading standards that require increasing sophistication in students’ reading comprehension, the standards approach the intertwined issues of the what and the how of student reading. The standards’ model of text complexity consists of two equally important parts: (1) quantitative measures of text complexity and (2) qualitative measures of text complexity.

Quantitative Analysis Chart (below) is correlated to college- and career-readiness levels. It measures text features best “seen” and assessed by a computer, including word frequency, sentence length and variety, and text cohesion.

Qualitative Measures (below) appraise those characteristics best judged by human evaluation, including text structure, language clarity, knowledge demands, and purpose.

The first step is to use quantitative measures to locate a text within a grade band in the chart below. The second step is to assess the qualitative complexity of a text to determine if the text is slightly, moderately, very, or exceedingly complex for that grade band(Qualitative rubrics are below.). That is, whether the text belongs in the upper, lower, or middle of the quantitative band and, on occasion, whether the qualitative measure eclipses the quantitative measure by placing the text in a wholly different grade band. Both measures are needed for an appropriate placement of a text.

### Quantitative Analysis Chart for Determining Text Complexity

Grade Levels	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework
K and Grade 1	There are no text complexity demands for these grades.			
Grades 2-3	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820
Grades 4-5	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010
Grades 6-8	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185
Grades 9-10	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335
Grades 11-12	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385



### Qualitative Measures for Literary Texts

FEATURE	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
<b>TEXT STRUCTURE</b>	<p><b>Organization:</b> Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail</p> <p><b>Use of Graphics:</b> If used, illustrations or graphics are essential for understanding the meaning of the text</p>	<p><b>Organization:</b> May include subplots, time shifts and more complex characters</p> <p><b>Use of Graphics:</b> If used, illustrations or graphics support or extend the meaning of the text</p>	<p><b>Organization:</b> May have two or more storylines and occasionally be difficult to predict</p> <p><b>Use of Graphics:</b> If used, a range of illustrations or graphics support selected parts of the text</p>	<p><b>Organization:</b> Is clear, chronological, or easy to predict</p> <p><b>Use of Graphics:</b> If used, either illustrations directly support and assist in interpreting the text or are not necessary to understand the meaning of the text</p>
<b>LANGUAGE FEATURES</b>	<p><b>Conventionality:</b> Dense and complex; contains abstract, ironic, and/or figurative language</p> <p><b>Vocabulary:</b> Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may allow for multiple interpretations based on the context of the text</p> <p><b>Sentence Structure:</b> Mainly complex sentences with several subordinate clauses or phrases ; sentences often contain multiple concepts</p>	<p><b>Conventionality:</b> Fairly complex; contains some abstract, ironic, and/or figurative language</p> <p><b>Vocabulary:</b> Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</p> <p><b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</p>	<p><b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</p> <p><b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic</p> <p><b>Sentence Structure:</b> Primarily simple and compound sentences, with some complex constructions</p>	<p><b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</p> <p><b>Vocabulary:</b> Contemporary, familiar, conversational language</p> <p><b>Sentence Structure:</b> Mainly simple sentences</p>
<b>MEANING</b>	<p><b>Meaning:</b> Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is complex and revealed through many implicit details over the entirety of the text</p>	<p><b>Meaning:</b> Multiple levels of meaning that may be difficult to identify or separate; theme is revealed through several implicit details over the entirety of the text</p>	<p><b>Meaning:</b> Multiple levels of meaning clearly distinguished from each other; theme is clear but may be revealed through some implicit details</p>	<p><b>Meaning:</b> One level of meaning; theme is obvious and revealed early in the text.</p>

<b>KNOWLEDGE DEMANDS</b>	<p><b>Reader Connections:</b> Explores complex, sophisticated, or abstract themes; experiences portrayed are distinctly different from the common reader</p> <p><b>Text and World Connections:</b> Many references or allusions to other texts or cultural elements</p>	<p><b>Reader Connections:</b> Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers</p> <p><b>Text and World Connections:</b> Some references or allusions to other texts or cultural elements</p>	<p><b>Reader Connections:</b> Explores several themes; experiences portrayed are common to many readers</p> <p><b>Text and World Connections:</b> Few references or allusions to other texts or cultural elements</p>	<p><b>Reader Connections:</b> Explores a single theme; experiences portrayed are every day and common to most readers</p> <p><b>Text and World Connections:</b> No references or allusions to other texts or cultural elements</p>

### Qualitative Measures for Informational Texts

<b>FEATURE</b>	<b>Exceedingly Complex</b>	<b>Very Complex</b>	<b>Moderately Complex</b>	<b>Slightly Complex</b>
<b>TEXT STRUCTURE</b>	<p><b>Organization:</b> Connections among an extensive range of ideas, processes, or events are deep and multifaceted; organization is intricate or discipline-specific</p> <p><b>Text Features:</b> If used, are essential in understanding content</p> <p><b>Use of Graphics:</b> If used, are intricate, extensive, and integral to the meaning of the text; may provide information not otherwise conveyed in the text</p>	<p><b>Organization:</b> Connections among an expanded range of ideas, processes, or events are often implicit or indirect; organization may contain multiple pathways or exhibit some discipline-specific traits</p> <p><b>Text Features:</b> If used, directly enhance the reader’s understanding of content</p> <p><b>Use of Graphics:</b> If used, support or are integral to understanding the text</p>	<p><b>Organization:</b> Connections among some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological</p> <p><b>Text Features:</b> If used, enhance the reader’s understanding of content</p> <p><b>Use of Graphics:</b> If used, are mostly supplemental to understanding the text</p>	<p><b>Organization:</b> Connections among ideas, processes, or events are explicit and clear; organization of text is chronological, sequential, or easy to predict</p> <p><b>Text Features:</b> If used, help the reader navigate and understand the content but are not essential</p> <p><b>Use of Graphics:</b> If used, are simple and unnecessary to understanding the text, but they may support and assist readers in understanding the text</p>

<p><b>LANGUAGE CLARITY</b></p>	<p><b>Conventionality:</b> Language is dense and complex; contains considerable abstract, ironic, and/or figurative language</p> <p><b>Vocabulary:</b> Words are complex and generally unfamiliar, archaic, subject-specific, or overly academic; may be misleading due to multiple interpretations based on context</p> <p><b>Sentence Structure:</b> Uses mainly complex sentences, with several subordinate clauses or phrases and transition words; sentences often contain multiple concepts</p>	<p><b>Conventionality:</b> Language is fairly complex; contains some abstract, ironic, and/or figurative language</p> <p><b>Vocabulary:</b> Words are fairly complex and sometimes unfamiliar, archaic, subject-specific, or overly academic</p> <p><b>Sentence Structure:</b> Uses many complex sentences, with several subordinate phrases or clauses and transition words</p>	<p><b>Conventionality:</b> Language is largely explicit and easy to understand, with some occasions for more complex meaning</p> <p><b>Vocabulary:</b> Words are mostly contemporary, familiar, and conversational; rarely overly academic</p> <p><b>Sentence Structure:</b> Uses primarily simple and compound sentences, with some complex constructions</p>	<p><b>Conventionality:</b> Language is explicit, literal, straightforward, and easy to understand</p> <p><b>Vocabulary:</b> Words are contemporary, familiar, and conversational</p> <p><b>Sentence Structure:</b> Uses mainly simple sentences</p>
<p><b>KNOWLEDGE DEMANDS</b></p>	<p><b>Subject Matter Knowledge:</b> Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts</p> <p><b>Text and World Connections:</b> Includes many references or allusions to other texts or outside ideas, theories, etc.</p>	<p><b>Subject Matter Knowledge:</b> Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts</p> <p><b>Text and World Connections:</b> Includes some references or allusions to other texts or outside ideas, theories, etc.</p>	<p><b>Subject Matter Knowledge:</b> Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas</p> <p><b>Text and World Connections:</b> Includes few references or allusions to other texts or outside ideas, theories, etc.</p>	<p><b>Subject Matter Knowledge:</b> Relies on every day, practical knowledge; includes simple, concrete ideas</p> <p><b>Text and World Connections:</b> Includes no references or allusions to other texts, or outside ideas, theories, etc.</p>
<p><b>PURPOSE</b></p>	<p><b>Purpose:</b> Complex or complicated and intricate, difficult to determine; includes</p>	<p><b>Purpose:</b> Implicit or indirect but fairly easy to infer; more theoretical or abstract than concrete</p>	<p><b>Purpose:</b> Implied but easy to identify based on context or source</p>	<p><b>Purpose:</b> Explicitly stated, clear, concrete, and narrowly focused</p>

many theoretical or  
abstract elements

Adapted and modified for use in Virginia based on *A Discussion of “Increasing Text Complexity”* by Hess & Biggam (2004) and *The Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity* (NGA n.d)



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