

2024 ENGLISH STANDARDS OF LEARNING

Grade K
Overview of Revisions from
2017 to 2024



VIRGINIA DEPARTMENT OF EDUCATION

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

It would be helpful to have a copy of the Grade K – Crosswalk (Summary of Revisions) and a copy of the 2024 Grade K English Standards of Learning for this PowerPoint.

PURPOSE

- Overview of the 2024 *English Standards of Learning*
- Highlight the changes in the structure and content between the 2017 and 2024 *English Standards of Learning*

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The purpose of this PowerPoint is to provide an overview of the changes in both the structure and the content of the 2024 English Standards of Learning

AGENDA

- Implementation Timeline
- Resources Currently Available
 - Standards
 - Crosswalk (Summary of Revisions)
- Comparison of 2017 to 2024 Standards
 - Strands
 - Content

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The agenda for today is to share the implementation timeline for the 2024 English Standards of Learning.

Share the resources that are currently available as support. These resources include the 2024 English Standards of Learning, along with the Crosswalk Document that contains the Summary of Revisions for each grade level.

We will also compare the strands and content of the 2017 and the 2024 English Standards of Learning.

IMPLEMENTATION TIMELINE

2024 Spring

VDOE staff and teams of teachers and specialists develop and provide support documents around the 2024 Standards, including a crosswalk between the 2017 and 2024 Standards and an Understanding the Standards document for each grade level K-12.

2024 Summer

VDOE staff will support divisions with professional learning through symposiums across the Commonwealth.

2024-2025 School Year

Instruction aligns fully to the 2024 *English Standards of Learning*. The VDOE continues to develop resources aligned to the 2024 *English Standards of Learning* and provide professional learning opportunities to school divisions.

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In the spring of 2024 VDOE staff is partnering with teams of teachers and specialists to develop and provide support documents, such as this powerpoint, around the 2024 English Standards of Learning. The goal of these documents is to provide clarity around the revisions and highlight the changes between the 2017 and 2024 standards.

In the summer of 2024 VDOE staff will support divisions with professional learning through symposiums across the Commonwealth.

In the 2024-2025 school year, instruction will align fully to the 2024 English Standards of Learning and the VDOE will continue to develop resources to support divisions and teachers with implementation. This roll out is done purposefully to align with the Virginia Literacy Act of 2022.

2024 SOL NOTABLE CHANGES-

- Highlighted and provided clarity on the expectations for foundational literacy skills.
- Addition of the Developing Skilled Readers and Building Reading Stamina Strand.
- Provided clarity for grade level expectations around text complexity.
- Ensured coherence within a grade level between the strands, and vertically across grade levels.

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

There was an increased emphasis on foundational literacy skills in addition to providing clarity for student expectations at each grade level. This will provide alignment with the requirements of the Virginia Literacy Act.

The 2024 English Standards of Learning provide a comprehensive progression of the content, ensuring developmental appropriateness, increasing support for teachers, clarifying expectations both for teaching and for student learning, and providing connections between the strands in a grade level, as well as how grade level skills build on one another.

OVERVIEW OF REVISIONS TO THE STRANDS

2017	2024
Strands	Strands
Communications	Foundations for Reading
Reading	Developing Skilled Readers & Building Reading Stamina
Writing	Reading and Vocabulary
Research	Reading Literary Text
	Reading Informational Text
	Foundations for Writing
	Writing
	Language Usage
	Communications
	Research

The 2024 English Standards of Learning changed the number of strands in Kindergarten, from four in 2017 to ten in 2024. This restructuring of strands was done purposefully to provide additional support and clarity around the skills necessary for students to become strategic readers and writers.

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

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

Each of the 10 strands in the 2024 English Standards of Learning, has sub-strands. The sub-strands work as a support by grouping common standards together and providing clarity on what skills and strategies are needed at each grade level.

Some of the strands and sub-strands are specific to a certain grade or grade band. For example, in the Foundations of Reading Strand in Kindergarten, there is a sub-strand for Print Concepts. This sub-strand is in specific to Kindergarten because that is the grade level where those skills are the focus.

HOW TO READ THE 2024 *ENGLISH STANDARDS OF LEARNING*

- Strand
 - Sub Strand
 - Standard
 - Standard
 - Sub Strand
 - Standard
 - Standard
 - Standard
- K.RI- Reading Informational Text
 - 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 idea and key details of a text.
 - K.RI.2- Craft and Style
 - K.RI.3- Integration of Concepts

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When reading the 2024 English Standards of Learning, you will first see the strand name, followed by a number that corresponds to the sub-strand, then a letter to indicate each standard.

For example, in the Reading Information Text strand in Kindergarten there are three sub-strands; Key Ideas and Confirming Details, Craft and Style, and Integration of Concepts. Under each sub-strand, are the standards themselves.

This restructuring of the standards, allows teachers to focus on the grade level expectation for each strand and sub-strand, and to easily see how the standards build across grade levels.

<p>Grade K (2017 SOL to 2024 SOL Numbering)</p> <ul style="list-style-type: none"> • K.1 -> K.LU, K.C, • K.2 -> K.C, • K.3 -> K.FFR, • K.4 -> K.FFR, <u>K.RL</u>, • K.5 -> K.FFR, • K.6 -> K.FFR, • K.7 -> K.RV, K.LU • K.8 -> K.FFR, <u>K.RL</u>, • K.9 -> <u>K.RL</u>, • K.10 -> K.FFW, • K.11 -> K.FFR, K.FFW, <u>K.W</u>, K.LU, K.R • K.12 -> K.R 	<p>Parameter Changes/Clarifications (2024 SOL)</p> <ul style="list-style-type: none"> • <u>K.FFR.1</u>- Focuses on students' understanding of print concepts. <ul style="list-style-type: none"> ○ A- Addresses skills in K.4d in the 2017 Standards ○ C- Addresses skills in K.4e in the 2017 Standards ○ D- Combines to address skills in K.8a and K.11a in the 2017 Standards ○ E- Combines to addresses skills in K.4a/b in the 2017 Standards • K.FFR.2- Focuses on students' phonological and phonemic awareness. <ul style="list-style-type: none"> ○ A- Addresses skills in K.3a in the 2017 Standards ○ B- Addresses skills in K.3d in the 2017 Standards ○ D- Combines the skills addressed in K.3 f/g in the 2017 Standards
<p>Deletions from Grade K (2017 SOL)</p> <ul style="list-style-type: none"> • K.1h • K.3 b,c,e • K.4a • <u>K.c,d,e</u> <p>These standards were removed to reflect current reading research.</p>	<p>Additions to Grade K (2024 SOL)</p> <ul style="list-style-type: none"> • K.FFR.1-Focuses on students' understanding of print concepts. <ul style="list-style-type: none"> ○ <u>B/F- Increase the rigor, addresses skills in 1.4c</u> • K.FFR.2 - Focuses on students' phonological and phonemic awareness. <ul style="list-style-type: none"> ○ C- Added to reflect science-based reading research

This is a snapshot of the Grade K Crosswalk and Summary of Revisions. There are four quadrants – The 2017 SOL to the 2024 SOL Numbering, The Parameter Changes/Clarifications (2024 SOL), the Deletions from the grade level and the Additions to the Grade Level.

(Click1)- In the quadrant for the 2017 Numbering to the 2024 Numbering, you can see how the starting numbering is the 2017 Standards (Click 2) and then moves to the new 2024 Numbering. This allows you to easily see where the old standards can be found in the new structure of the 2024 standards.

Click 3- In the quadrant for the Parameter Changes/Clarification (2024 SOL)- You can find the New Strands and sub-strand Numbering, along with the standards.(Click 4) . You will see a short clarification for each sub-strand and below what skills are addressed in those standards.

Click 5- In the Deletion from the Grade Level, you will find 2017 Standards that are no longer addressed in this grade (Click 6). If the Standard was moved to a different grade level that will be listed, or if they are no longer reflected in the 2024 standards there will be a short explanation. (Click 7)

Click 8- In the Additions to the Grade level, you will see which standards are new to that grade level. If they were moved from another grade level in the 2017 standards, the grade level will be listed.

Foundations for Reading

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

2017 SOL	2024 SOL
<p>K.4 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> a. Hold print materials in the correct position. b. Identify the front cover, back cover, and title page of a book. c. Distinguish between print and pictures. d. Follow words from left to right and from top to bottom on a printed page. e. Match voice with print. 	<p>K.FFR.1- Print Concepts- The Student will apply knowledge of how print is organized and read.</p> <ul style="list-style-type: none"> 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).
<p>Revisions:</p> <ul style="list-style-type: none"> • K.FFR.1B- There was an increase in the rigor of having the students differentiate between a sentence, word and letter. • K.FFR.1C- Increased the rigor K.4e from the 2017 <i>English Standards of Learning</i>. • K.FFR.1D- Address skills from K.8a from the 2017 <i>English Standards of Learning</i>. • K.FFR.1F- Increases the rigor for students. 	



Foundations for Reading 1, focuses on Print Concepts.

This sub-strand addresses the skills that were found in K.4 in the 2017 English Standards of Learning.

The skills that were added reflect current reading research and the importance of students understanding of print concepts when reading and writing.

2017 SOL	2024 SOL
<p>K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.</p> <ul style="list-style-type: none"> a. Begin to discriminate between spoken sentences, words, and syllables. b. Identify and produce words that rhyme. c. Blend and segment multisyllabic words at the syllable level. d. Blend and segment one-syllable words into phonemes including onset and rime. e. Identify words according to shared beginning and/or ending sounds. f. Blend sounds to make one-syllable words. g. Segment one-syllable words into individual phonemes. 	<p>K.FFR.2- Phonological and Phonemic Awareness:</p> <ul style="list-style-type: none"> 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).
<p>Revisions:</p> <ul style="list-style-type: none"> •K.FFR.2C- Added to reflect science-based reading research. •K.FFR.2D- Added to reflect science-based reading research. 	



Foundations for Reading 2, focus on Phonological and Phonemic Awareness.

The skills that were addressed in K.3 are now addressed here.

In the 2024 English Standards of Learning, an emphasis was placed on blending and segmenting phonemes, or individual sounds. This reflects current science-based reading research and sets the foundation for students to read and spell words.

2017 SOL	2024 SOL
<p>K.6 The student will develop an understanding of basic phonetic principles.</p> <ol style="list-style-type: none"> Identify and name the capital and lowercase letters of the alphabet. Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. Identify initial consonant sounds in one-syllable words. Identify final consonant sounds in one-syllable words. 	<p>K.FFR.3 - Phonics and Word Analysis</p> <ol style="list-style-type: none"> Identify capital and lowercase letters of the alphabet. Identify common letter-sound correspondences. 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"). Demonstrate knowledge that every word has a vowel sound. Identify the letter-sound correspondences for consonant digraphs (e.g., ch, sh, th, wh). Demonstrate knowledge of letter-sound correspondences to blend CV, CVC, VC words. Decode (read) and encode (spell) words with short vowels, including words beginning or ending in a digraph (e.g., ch, sh, th, wh). Use letter-sound correspondences to read grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy.
<p>Revisions:</p> <ul style="list-style-type: none"> •K.FFR.3C/F/G/H- Added to provide clarity for the grade level expectations of students' application of phonics knowledge to decode (read) and encode (spell). •K.FFR.3D- Added to increase the rigor of the 2017 English Standards of Learning. 	



Foundations for Reading 3, address phonics and word analysis.

The increase in standards was intentional to provide clarity and specificity for the grade level expectations for the application of letter/sound correspondences. The end of year expectation is for Kindergarten students to read open and closed syllable words that could have beginning and/or ending digraphs.

Developing Skilled Readers and Building Reading Stamina

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

2017 SOL	2024 SOL
<p>K.2 The student will demonstrate growth in oral, early literacy skills. a. Listen and respond to a variety of text and media.</p>	<p>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.</p> <p>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)</p> <p>B. (Text Complexity, 2-12) Introduced in Grade Two.</p> <p>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 and paraphrasing from texts accurately and tracing where evidence is located. (Textual Evidence, K-12)</p> <p>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)</p> <p>E. (Reading Strategies, 3-12)- Introduced in Grade Three.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> •K.FFR.3C/F/G/H- Added to provide clarity for the grade level expectations of students' application of phonics knowledge to decode (read) and encode (spell). •K.FFR.3D- Added to increase the rigor of the 2017 English Standards of Learning. 	



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

It is important to note that in Kindergarten these standards are met through content-rich texts that are read aloud to students and with prompting and support from adults and peers. Research shows that students listening comprehension, builds the foundation for their reading comprehension later on. It is vital that Kindergarten students are exposed to content rich text to build purposeful knowledge and vocabulary.

In Kindergarten, the texts that students are expected to read themselves are decodable sentences and texts. The use of decodable texts, allow students to apply the phonics knowledge that they are learning.

Reading and Vocabulary

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A powerful way to support students' vocabulary development is through reading high quality, content rich texts. That is why Reading and Vocabulary were combined for this strand.

2017 SOL	2024 SOL
<p>K.7 The student will expand vocabulary and use of word meanings.</p> <ul style="list-style-type: none"> a. Discuss meanings of words b. Increase vocabulary by listening to a variety of texts read aloud. c. Use vocabulary from other content areas d. Ask about words not understood. e. Use number words. f. Use nouns to identify and name people, places, and things. g. Use adjectives to describe location, size, color, and shape. h. Use verbs to identify actions. <p>1.8 The student will use simple reference materials.</p> <ul style="list-style-type: none"> a. Use knowledge of alphabetical order by first letter. b. Use a picture dictionary to find meanings of unfamiliar words. 	<p>K. RV.1- Vocabulary Development and Word Analysis</p> <ul style="list-style-type: none"> 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.
<p>Revisions:</p> <ul style="list-style-type: none"> •K.RV.1A- Provides clarity for skills in K.7a in the 2017 English Standards of Learning. •K.RV.1D- Added to increase the rigor for Kindergarten by addresses skills from 1.8 in the 2017 English Standards of Learning. •K.RV.1F- Added to address the reciprocal nature between listening and speaking vocabularies. 	

The focus for Kindergarten Reading and Vocabulary 1, is for students to systematically build vocabulary from listening to texts and participating in discussions.

This strand addresses skills that were in the K.7 Standard and the First Grade Standard 1.8 in the 2017 English Standards of Learning.

Reading Literary Text

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The Reading Literary Text Strand was developed to emphasize the skills necessary for reading and comprehending literary texts.

2017 SOL	2024 SOL
<p>K.8 The student will demonstrate comprehension of fictional texts.</p> <p>b) Relate previous experiences to what is read c) Use pictures to make predictions. e) Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.</p>	<p>K. RL.1- Key Ideas and Plot Details</p> <p>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.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • K.RL.1A- Addresses skills in K.8b in the 2017 English Standards of Learning. • K.RL.1B/C- Addresses skills in K.8e in the 2017 English Standards of Learning. • K.RL.1D- Increases the rigor for the skills addressed in K.8c in the 2017 English Standards of Learning. 	



The focus for Kindergarten Reading Literary Texts 1 is for students to demonstrate understanding of key ideas and plot details in literary texts. These include activating prior experiences and background knowledge to make connections to what is read, demonstrating knowledge of story structure, retelling events in order, and making predictions about the characters and events.

The 2024 English Standards of Learning offer clarity that in Kindergarten these standards are met through students engaging in content rich read alouds and with prompting and support.

These standards increase the rigor of similar standards from the 2017 English Standards of Learning K.8.

2017 SOL	2024 SOL
<p>K.8 The student will demonstrate comprehension of fictional texts. c) Use pictures to make predictions.</p>	<p>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.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • K.RL.3A- Increases the rigor for skills addressed in K.8c • K.RL.3B- Added to reflect science-based reading research and sets the foundation for students' thinking a cross and between texts. • K.RL.3C- Added to reflect science-based reading research and sets the foundation for students' monitoring listening and reading comprehension. 	



The focus for Kindergarten Reading Literary Texts 3 is to set the foundation for students thinking deeply within and between texts. These are new standards and reflect current science-based reading research.

The 2024 English Standards of Learning offer clarity that in Kindergarten these standards are met through students engaging in content rich read alouds and with prompting and support from adults.

Reading Informational Text

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

2017 SOL	2024 SOL
<p>K.9 The student will demonstrate comprehension of nonfiction texts. c) Ask and answer questions about what is read.</p> <p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. g) Identify the main idea.</p>	<p>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.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • K.RI.1.A- Provides clarification for the skills addressed in K.9c in the 2017 English Standards of Learning. • K.RI.1.B- Increased the rigor for Kindergarten by addressing skills from 1.10g in the 2017 English Standards of Learning. 	



The focus for Kindergarten Reading Informational Texts 1 is for students to demonstrate comprehension for the key ideas and confirming details in an informational text.

K.RI.1.A- Provides clarity around what types of questions students should answer about a text.

K.RI.1.B- Increases the rigor for Kindergarten students by addressing skills for identifying the main topic and key details from a text. This was a First Grade Standard in the 2017 English Standards of Learning.

The 2024 English Standards of Learning offer clarity that in Kindergarten these standards are met through students engaging in content rich read alouds and with prompting and support from adults.

2017 SOL	2024 SOL
<p>K.9 The student will demonstrate comprehension of nonfiction texts. b) Identify text features specific to the topic, such as titles, headings, and pictures.</p>	<p>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.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • K.RI.21 - Increases the rigor for skills from K.9b in the 2017 English Standards of Learning. 	



The focus for Kindergarten Reading Informational Texts 2 is for students to demonstrate understanding of the craft and style of an informational text.

K.RI.2.A- Increases the rigor by having students identify the purpose of common text features. This builds off the skills that were addressed in K.9b in the 2017 English Standards of Learning.

The 2024 English Standards of Learning offer clarity that in Kindergarten these standards are met through students engaging in content rich read alouds and with prompting and support from adults.

2017 SOL	2024 SOL
	<p>K.RI.3 Integration of Concepts</p> <p>A. With prompting and support, identify basic similarities in and differences between two texts on the same topic.</p> <p>B. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • K.RI.3 A/B- Added to reflect science-based reading research and sets the foundation for students' thinking across and between texts. 	



The focus for Kindergarten Reading Informational Texts 3 is for students' integration of concepts across a text and between texts.

K.RI.3.A- Increases the rigor by having students identify similarities and differences between two texts on the same topic.

K.RI.3.B- Increases the rigor by having students make connections to information within a text.

The 2024 English Standards of Learning offer clarity that in Kindergarten these standards are met through students engaging in content rich read alouds and with prompting and support from adults.

Foundations for Writing

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The Foundations for Writing Strand is new to the 2024 English Standards of Learning. These standards focus on the foundational, transcription skills that students must have in order to effectively and efficiently communicate their ideas through writing.

2017 SOL	2024 SOL
<p>K.10 The student will print in manuscript. a) Print capital and lowercase letters of the alphabet independently. b) Print his/her first and last names.</p> <p>K.11 The student will write in a variety of forms to include narrative and descriptive. d) Write left to right and top to bottom.</p> <p>1.11 The student will print legibly in manuscript. b) Space words within sentences</p>	<p>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.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • K.FFW.1A- Added to reflect science-based reading research. • K.FFW.1B- Increased the rigor for the skills address in K.1.0a in the 2017 English Standards of Learning. • K.FFW.1.E- Increased the rigor by addressing the skills from 1.11b in the 2017 English Standards of Learning. 	



The focus for Kindergarten Foundations for Writing 1 is on students developing accuracy and automaticity for handwriting skills. These include accurate and automatic letter formation in printing. Along with writing left to right and top to bottom across a page.

K.FFW.1A was added to reflect the importance of functional pencil grasp for letter formation.

K.FFW.1E increases the rigor by addresses skills from the 2017 English Standards of Learning that were in First Grade.

2017 SOL	2024 SOL
<p>K.11 The student will write in a variety of forms to include narrative and descriptive.</p> <p>c) Use letters to phonetically spell words that describe pictures or experiences.</p>	<p>K.WF.2 Spelling</p> <p>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).</p> <p>B. Encode (spell) unknown words using logical invented spelling.</p> <p>C. With prompting and support, use phoneme/grapheme (sound/symbol) correspondences to spell grade-level high-frequency words with accuracy.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • K.FFW.2 A/B/C- Provided clarity and expands on skills addressed in K.11c in the 2017 English Standards of Learning. 	



The focus for Kindergarten Foundations for Writing 2 is on students applying their phonics knowledge when spelling words.

The 2024 English Standards of Learning for Spelling expand and offer clarity around the expectations for which phonics features Kindergarten students are expected to use when spelling words.

In Kindergarten the expectations for encoding (spelling) align with the expectations for decoding (reading). This was done purposefully because of the reciprocal nature of encoding and decoding to build word recognition knowledge for students.

Writing

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

2017 SOL	2024 SOL
<p>K.1.1 The student will write in a variety of forms to include narrative and descriptive.</p>	<p>K.W.1 Modes and Purposes for Writing</p> <p>A. Use a combination of drawing, dictating, and writing to compose narrative stories in sequential order (beginning, middle, end).</p> <p>B. Use a combination of drawing, dictating, and writing to compose descriptive writing that identifies a topic and provides one or more relevant details.</p> <p>C. Use a combination of drawing, dictating, and writing to write in response to texts heard.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • K.W.1A- Added to reflect science-based reading research and set the foundation for narrative writing. • K.W.1B- Added to reflect science-based reading research and set the foundation for descriptive writing. • K.W.1.C- Added to reflect science-based reading research and set the foundation for responding to reading through writing. 	



The focus for Kindergarten Writing 1 is on setting the foundation for students’ writing for different purposes, including narrative and descriptive pieces.

K.W.1C was added to reflect science based reading research and the importance for students responding to text read or heard through writing.

These standards reflect students’ development in writing over the course of the school year. At the beginning of the year, students may rely more on the use of drawings to express their message, but by the end of the year the expectation is that students will write simple narrative and descriptive pieces along with responding to texts through writing in addition to their drawings.

2017 SOL	2024 SOL
<p>K.11 The student will write in a variety of forms to include narrative and descriptive. b) Use prewriting activities to generate ideas including drawing pictures. e) Compose simple sentences.</p> <p>1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion. a) Identify audience and purpose.</p>	<p>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.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • K.W.2.A- Address skills from K.11b in the 2017 English Standards of Learning. • K.W.2.A.i - Increases the rigor for students by addressing skills from 1.12a in the 2017 English Standards of Learning. • K.W.2.A.ii- Expands on skills addressed in K.11e in the 2017 English Standards of Learning. 	



The focus for Kindergarten Writing 2 is setting the foundation for students composition and organization of writing.

K.W.2 addresses and expands on the skills addressed in K.11b/e from the 2017 English Standards of Learning. K.W.2..ii- expands on the skills addressed in K.11e to include the use of dictated sentences and provides clarity on what is included in a simple sentence.

The rigor for students was increased because in K.W.2.i- the skills from the First Grade Standard 1.12a in the 2017 English Standards of Learning are now addressed.

Language Usage

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The Language Usage Strand is new to the 2024 English Standards of Learning. These standards reflect the reciprocal nature of speaking and writing. These standards focus on students' use of language when communicating their ideas both orally and in writing.

2017 SOL	2024 SOL
<p>K.1 The student will build oral communication skills. b) Express ideas in complete sentences and express needs through direct requests.</p> <p>K.7 The student will expand vocabulary and use of word meanings. e) Use number words. f) Use nouns to identify and name people, places, and things. g) Use adjectives to describe location, size, color, and shape. h) Use verbs to identify actions.</p> <p>2.11 The student will edit writing for capitalization, punctuation, spelling and Standard English. d) Use singular and plural nouns and pronouns.</p>	<p>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 (<i>he, she, they, his, hers, their(s)</i>). D. Use adjectives to describe specific objects (quantity, size, age, shape, color, or location). E. Use verbs to locate specific actions.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • K.LU.1A- Addresses skills in K.1b in the 2017 English Standards of Learning. • K.LU.1B- Addresses skills in K.7f in the 2017 English Standards of Learning. • K.LU.1C- Increases the rigor by addressing skills from 2.11d in the 2017 English Standards of Learning. • K.LU.1D- Combines and addresses skills from K.7e/g in the 2017 English Standards of Learning. • K.LU.1E- Addresses skills in K.7h in the 2017 English Standards of Learning. 	



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

K.LU.1 addresses skills from multiple strands in the 2017 English Standards of Learning. The Grammar standard under Language Usage addresses the grammatical conventions that students should be able to use when speaking and when writing. At the Kindergarten level, the grammar standards will apply mostly when students are speaking. This was done purposefully to show how spoken language builds the foundation for students' writing.

K.LU.1C, addresses skills that were found in Second Grade 2.11d in the 2017 English Standards of Learning. which increases the rigor of the kindergarten standard.

2017 SOL	2024 SOL
<p>K.11 The student will write in a variety of forms to include narrative and descriptive.</p> <p>c) Use letters to phonetically spell words that describe pictures or experiences. f) Begin each sentence with a capital letter and use ending punctuation.</p>	<p>K.LU.2 Mechanics</p> <p>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.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • K.LU.2A/B- Addresses and provides clarity for the skills in K.11f in the 2017 English Standards of Learning. • K.LU.2C- Addresses skills in K.11c in the 2017 Standards. 	



The focus for Kindergarten Language Usage 2 is the grade level expectations for students’ mechanics in writing. The Mechanics standard under Language Usage addresses the technical conventions that students should be able to use when writing.

Notice that both Standards A and B include the phrase, "with guidance and support" to emphasize the scaffolds necessary for foundational skill building. This strand aligns with the grade level expectations that are referenced in K.W.3- Usage and Mechanics.

These standards address the skills that were found in K.11c and K.11f in the 2017 English Standards of Learning.

Communications and Multimodal Literacies

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

The Multimodal Literacies Standards do not start until Grade 3 and Grade 4 so in Kindergarten the focus for this strand is on communication skills.

2017 SOL	2024 SOL
<p>K.1 The student will build oral communication skills.</p> <ul style="list-style-type: none"> a) Listen actively and speak using agreed-upon rules for discussion. b) Express ideas in complete sentences and express needs through direct requests. d) Follow implicit rules for conversation including taking turns and staying on topic. e) Listen and speak in informal conversations with peers and adults. f) Discuss various texts and topics collaboratively and with partners. j) Ask how and why questions to seek help, get information, or clarify information. j) Work respectfully with others. 	<p>K.C.1 Communication, Listening, and Collaboration</p> <p>A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:</p> <ul style="list-style-type: none"> 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.
<p>Revisions:</p> <ul style="list-style-type: none"> • K.C.1A- Address skills in K.11f in the 2017 English Standards of Learning. • K.C.1.A i - Combines to address skills in K.1a/d/e in the 2017 English Standards of Learning. • K.C.1.A ii- Builds on skills addressed in K.1j in the 2017 English Standards of Learning. • K.C.1.A iii- Addresses skills in K.1i in the 2017 English Standards of Learning. • K.C.1.A iv- Addresses skills in K.1b in the 2017 English Standards of Learning. 	



Kindergarten Communication 1 focuses on students building skills around communication, listening, and collaboration.

The K.C.1 Standard Addresses skills from K.1 in the 2017 English Standards of Learning.

K.C.1Ai- provides clarity for how students will participate in discussions and conversations.

K.C.1Aii provides clarity around how students are to work respectfully by building on others' ideas.

K.C.A.iv mirrors the expectations of using complete sentences found in K.W.2.C. This is an example of how the 2024 English Standards of Learning integrate skills between strands.

2017 SOL	2024 SOL
<p>K.1 The student will build oral communication skills. g) Use voice level, phrasing, and intonation appropriate for various language situations.</p> <p>K.2 The student will demonstrate growth in oral, early literacy skills. b) Participate in a variety of oral language activities including choral and echo speaking and recitation. c) Tell stories orally. d) Participate in creative dramatics.</p>	<p>K.C.2 Speaking and Presentation of Ideas A. Describe personal experiences using complete sentence. 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.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • K.C.2.A- Builds on the skills addressed in K.2c in the 2017 English Standards of Learning. • K.C.2.B- Addresses skills in K.1g in the 2017 English Standards of Learning. • K.C.2.C- Addresses skills in K.2b in the 2017 English Standards of Learning. • K.C.2.D- Builds on the skills address in K.2d in the 2017 English Standards of Learning. 	



Kindergarten Communication 2 focuses on students building skills in order to effectively share their ideas through speaking and setting the foundation for the presentation of their ideas.

The 2024 K.C.1 Standard combines skills that were addressed in K.1 and K.2 in the 2017 English Standards of Learning.

These standards highlight the importance of the reciprocal nature of speaking and writing. By focusing on students’ speaking skills, teachers are setting the foundation for students’ writing.

Research

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Let's finish by looking at the Research Strand.

2017 SOL	2024 SOL
<p>K.11 The student will write in a variety of forms to include narrative and descriptive. g) Share writing with others.</p> <p>K.12 The student will conduct research to answer questions or solve problems using available resources. a) Generate topics of interest. b) Generate questions to gather information. c) Identify pictures, texts, or people as sources of information. d) Find information from provided sources.</p>	<p>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.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • K.R.1A- Combines and addresses skills in K.12a/b from the 2017 English Standards of Learning. • K.R.1B- Combines and addresses skills in K.12 c/d in the 2017 English Standards of Learning. • K.R.1C- Addresses skills from K.11g • K.R.1D- Added to reflect science-based reading research and set the foundation for recording facts and information during research. 	



Kindergarten Research focuses on students learning to conduct research by listening to texts on a selected topics to build knowledge and/or solve problems using available resources.

It is important to note that these standards are met with prompting and support from adults.

An addition to the 2024 standards is that students will share the information that they recorded and collected from research.

BEST IN CLASS- STANDARDS OF LEARNING

- The revisions made in the 2024 *English Standards of Learning* will raise academic expectations for students and schools and provide a clear and vertically coherent set of expectations to educators and families.
- A focus on Developing Skilled Readers and Building Reading Stamina will ensure that every student is equipped access to educational experience that prepare them for their postsecondary opportunities.
- Clear and coherent academic standards allow for common expectations of mastery for students, families, school staff, and assessment designers.

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The 2024 English Standards of Learning will raise academic expectations for students and schools. They are designed to provide a clear and vertically coherent set skills that spiral up and increase in depth as students progress through K-12.

The development and focus of Developing Skilled Readers and Build Reading Stamina will ensure that every students is equipped access to educational experiences that prepare them for their postsecondary opportunities.

The 2024 English Standards of Learning offer clear and cohesive academic standards that allow for common experiences and expectations across the commonwealth.

Questions?

Reach out to the VDOE
English Team

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Additional supports around the 2024 English Standards of Learning will be provided throughout the spring and summer of 2024. If you have questions, please reach out to the VDOE English Team.