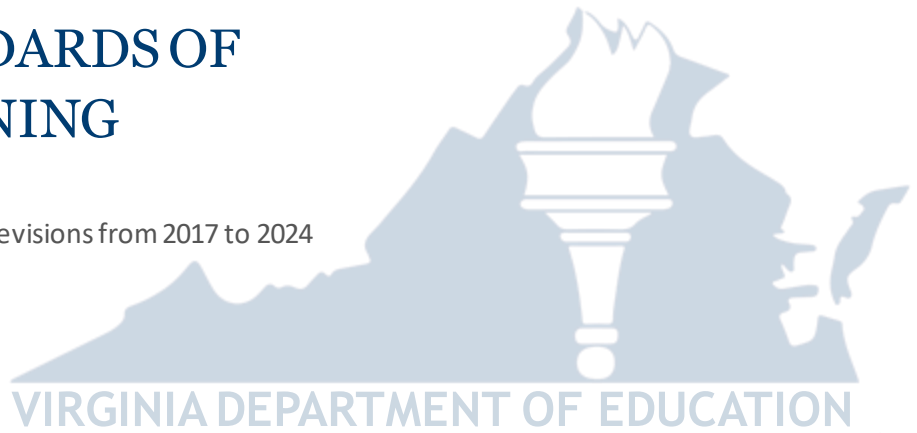


# 2024 ENGLISH STANDARDS OF LEARNING

Grade 5

Overview of Revisions from 2017 to 2024



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Welcome to the Grade 5 Overview of Revisions to the English Standards of Learning from 2017 to 2024.

It would be helpful to have a copy of the Grade 5 – Crosswalk (Summary of Revisions) and a copy of the 2024 Grade 5 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, and 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.



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 5<sup>th</sup> Grade, 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*

<b>Foundations for Reading</b>	•Phonics and Word Analysis
<b>Developing Skilled Readers and Building Reading Stamina</b>	•Text Complexity •Fluency •Reading Strategies
<b>Reading and Vocabulary</b>	•Vocabulary Development and Word Analysis
<b>Reading Literary Text</b>	•Key Ideas and Plot Details •Craft and Style •Integration of Concepts
<b>Reading Informational Text</b>	•Key Ideas and Confirming Details •Craft and Style •Integration of Concepts
<b>Foundations for Writing</b>	•Handwriting •Spelling
<b>Writing</b>	•Modes and Purposes for Writing •Organization and Composition •Usage and Mechanics
<b>Language Usage</b>	•Grammar •Mechanics
<b>Communication and Multimodal Literacies</b>	•Communication, Listening, and Collaboration •Speaking and Presentation of Ideas •Integrating Multimodal Literacies •Examining Media Messages
<b>Research</b>	•Evaluation and Synthesis of Information

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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
- 5.RI- Reading Informational Text
  - 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. Analyze 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
  - 5.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 fifth grade 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><b>Grade 5 (2017 to 2024 SOL Numbering)</b></p> <ul style="list-style-type: none"> <li>• 5.1 → 5.C.1</li> <li>• 5.2 → 5.C.1, 5.C.2, 5.C.3</li> <li>• 5.3 → 5.C.4</li> <li>• 5.4 → 5.DSR, 5.RV.1, 5.RL.2</li> <li>• 5.5 → 5.DSR, 5.RL.1, 5.RL.2, 5.RL.3</li> <li>• 5.6 → 5.DSR, 5.RI.1, 5.RI.2</li> <li>• 5.7 → 5.W.2</li> <li>• 5.8 → 5.FFW.2, 5.W.2, 5.W.3, 5.LU.1, 5.LU.2, 5.9, 5.R.1</li> </ul>	<p><b>Parameter Changes/Clarifications (2024 SOL)</b></p> <ul style="list-style-type: none"> <li>• <b>5. DSR</b> - Addresses skills students need to practice reading fluently, purposefully, and build word and world knowledge.</li> <li>• 5. DSR C - Increases the rigor for skills addressed in 5.5j and 5.6g applies comprehension of what is read through discussion and writing utilizing skills such as supporting claims, drawing conclusions, and making inferences.</li> <li>• 5. DSR D - Increases the rigor for skills addressed in 5.4f, 5.5l, 5.6j</li> <li>• 5. DSR E - Increases the rigor for skills addressed in 5.5a/m and 5.6k</li> </ul>
<p><b>Deletions from Grade 5 (2017 SOL)</b></p> <ul style="list-style-type: none"> <li>• 5.6i- moved to Grade 4</li> </ul>	<p><b>Additions to Grade 5 (2024 SOL)</b></p> <ul style="list-style-type: none"> <li>• <b>5.FFR.3</b>- Focuses on students' phonic and word analysis.</li> <li>• 5.FFR.3A- Highlights the use of syllables to decode and encode words.</li> <li>• 5.FFR.3B- Highlights the use of morphology to decode words.</li> <li>• 5.FFR.3C- Highlights students continuing to build automaticity and accuracy for grade-level high-frequency words.</li> </ul>



This is a snapshot of the Grade 5 Crosswalk and Summary of Revisions. There are four quadrants – The 2017 SOL to the 2024 SOL Numbering, The Parameter Changes/Clarifications (2024 SOL), the Deletions from the grade level and the Additions to the Grade Level.

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

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

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

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

# Foundations for Reading



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

2017 SOL	2024 SOL
	<p><b>5.FFR.3 Phonics and Word Analysis</b> The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.</p> <p>A. Use knowledge of syllabication and syllable types to decode and encode words.</p> <p>B. Use knowledge of morphology (suffixes, prefixes, root/base) to decode words.</p> <p>C. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 5.FFR.3 A- Highlights the use of syllables to decode and encode words.</li> <li>• 5.FFR.3 B- Highlights the use of morphology to decode words.</li> <li>• 5.FFR.3 C- Highlights students continuing to build automaticity and accuracy for grade-level high frequency words.</li> </ul>	

Grade 5 Foundations for Reading 3 focuses on phonics and word analysis.

The addition of these standards was intentional to provide clarity and specificity for the grade level expectations in the application of advanced phonics and word analysis skills. By the end of fifth grade, students should be able to decode compound/multisyllabic grade level unfamiliar words using their understanding of all six syllable types, and morphology (including suffixes, prefixes and root/base words).

Fifth grade students are also expected to be able to read grade-level high-frequency words. These words should include words that contain common patterns that can be decoded, as well as words with irregular patterns which must be taught and mapped into the student’s brain for automatic recognition.



# Developing Skilled Readers and Building Reading Stamina



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

The Developing Skilled Readers and Building Reading Stamina was added to emphasize skills and strategies use *within* content-rich complex text each time students engage with text, rather than *isolated* skill work.

This strand emphasizes that students should be reading in challenging fiction, and nonfiction texts fluently, while learning vocabulary, writing, collaborating and researching in grade level complex text.

DSR 1 of 2	
2017 SOL	2024 SOL
<p><b>5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</b></p> <p>b) Discuss the impact of setting on plot development.  d) Identify theme(s).  e) Explain the resolution of conflict(s).  f) Identify genres.  j) Draw conclusions and make inferences with support from the text.  k) Identify cause and effect relationships.  l) Compare/contrast details in literary and informational nonfiction texts.  m) Use reading strategies throughout the reading process to monitor comprehension.</p> <p><b>5.6 The student will read and demonstrate comprehension of nonfiction texts.</b></p> <p>g) Locate information from the text to support opinions, inferences, and conclusions.  h) Identify cause and effect relationships.  i) Differentiate between fact and opinion.  j) Compare and contrast details and ideas within and between texts.  k) Use reading strategies throughout the reading process to monitor comprehension.</p>	<p><b>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 worthwhile knowledge and vocabulary, and using reading strategies when comprehension breaks down.</b></p> <p>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 (<b>Reading Fluency, K-12</b>).</p> <p>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 4-5 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (<b>Text Complexity, 2-12</b>).</p> <p>C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences from texts, including quoting or paraphrasing accurately and tracing where relevant evidence is located (<b>Textual Evidence, K-12</b>).</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 5.DSR A- Added to reflect science-based reading research, adds specificity on automaticity, appropriate rate, and self monitoring while reading.</li> <li>• 5.DSR B- Added to reflect science-based reading research, add specificity on grade-level text complexity.</li> <li>• 5. DSR C- Increases the rigor for skills addressed in 5.5j and 5.6g applies comprehension of what is read through discussion and writing utilizing skills such as supporting claims, drawing conclusions, and making inferences.</li> </ul>	

The Grade 5 Strand of Developing Skilled Readers and Building Reading Stamina was added to increase overall rigor. Students are expected to read fluently (e.g. with accuracy, automaticity, appropriate rate, and meaningful expression), and purposefully, while building word knowledge and world knowledge in wide reading of challenging, content-rich texts.

5.DSR B has been added to reflect science based reading research, while also addressing text complexity levels to emphasize the range of texts students should be engaged in while reading literary and informational texts.

5.DSR C combines the skills of 5.6j (compare and contrast details and ideas within texts) and 5.6g (locate information within text to support opinions, inferences, and conclusions) and increases the rigor to include students' ability to respond to text in discussion and/or writing with evidence, while using multiple texts to support their evidence accurately.

DSR 2 of 2

2017 SOL	2024 SOL
<p><b>5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</b></p> <ul style="list-style-type: none"> <li>b) Discuss the impact of setting on plot development.</li> <li>d) Identify theme(s).</li> <li>e) Explain the resolution of conflict(s).</li> <li>f) Identify genres.</li> <li>j) Draw conclusions and make inferences with support from the text.</li> <li>k) Identify cause and effect relationships.</li> <li>l) Compare/contrast details in literary and informational nonfiction texts.</li> <li>m) Use reading strategies throughout the reading process to monitor comprehension.</li> </ul> <p><b>5.6 The student will read and demonstrate comprehension of nonfiction texts.</b></p> <ul style="list-style-type: none"> <li>g) Locate information from the text to support opinions, inferences, and conclusions.</li> <li>h) Identify cause and effect relationships.</li> <li>i) Differentiate between fact and opinion.</li> <li>j) Compare and contrast details and ideas within and between texts.</li> <li>k) Use reading strategies throughout the reading process to monitor comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>D. Regularly engage in reading a series of conceptually related texts or 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 (<b>Deep Reading on Topics to Build Knowledge and Vocabulary K-12</b>).</li> <li>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 (<b>Reading Strategies 3-12</b>).</li> </ul> <p><b>*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.</b></p>

**Revisions:**

- 5.DSR D- Increases the rigor for skills addressed in 5.4f, 5.5l, 5.6j.
- 5.DSR E- Increases the rigor for skills addressed in 5.5 a/m and 5.6k.



Again, notice that the Grade 5 Strand of Developing Skilled Readers and Building Reading Stamina was added to emphasize the skills and strategies students use every time students engage with text through reading, writing, collaborating, and researching as described in the remaining standards. These standards can include, but are not limited to the organization of text structures, summarizing, and asking questions to help students “make sense” of the texts being read as stated in 5.DSR E.

5.DSR D combines 5.4f which focused on developing and using content area vocabulary, 5.5l which focused on comparing and contrasting details in literary and nonfiction texts, and 5.6j which also focused on comparing and contrasting details within and between text, and increases the rigor. Students must use these skills in related texts around topics of study, while using their background knowledge to build on new 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 to allow student engagement with unfamiliar words while within the texts.

RV 1 of 2	
2017 SOL	2024 SOL
<p><b>5.4 The student will expand vocabulary when reading.</b></p> <p>a) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p> <p>c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.</p> <p>d) Identify an author's use of figurative language.</p> <p>e) Use word-reference materials.</p> <p>f) Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing.</p>	<p><b>5.RV.1 Vocabulary Development and Word Analysis</b></p> <p>A. Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.</p> <p>B. Discuss meanings of complex words and phrases acquired through conversations and literature.</p> <p>C. Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g., -s, -ing, -ed).</p> <p>D. Use the context of a sentence to apply knowledge of homophones.</p> <p>E. Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 5.RV.1 A- Addresses skills in 5.4f in 2017 Standards.</li> <li>• 5.RV.1 C- Addresses skills in 5.4c in the 2017 Standards.</li> <li>• 5.RV.1 D/E- Addresses and clarifies the skills in 5.4a in the 2017 Standards.</li> </ul>	



The focus for Grade 5 Reading and Vocabulary 1, is for students to systematically build vocabulary from listening to, and reading grade level texts, as well as content texts, while participating in discussions.

The rigor of this standard has increased as more emphasis is placed on building word knowledge and being able to “own” vocabulary words in conversations while discussing grade level literature. More clarification is given to certain skills in 5.RV D/E which focuses on instruction around grade-level homophones, synonyms and antonyms.

RV 2 of 2	
2017 SOL	2024 SOL
<p><b>5.4 The student will expand vocabulary when reading.</b></p> <p>a) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p> <p>c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.</p> <p>d) Identify an author's use of figurative language.</p> <p>e) Use word-reference materials.</p> <p>f) Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing.</p>	<p>F. Analyze the morphological relationships between words, including how Greek and Latin affixes and roots impact the meaning.</p> <p>G. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.</p> <p>H. Distinguish shades of meaning among verbs and adjectives.</p> <p>I. Use strategies to infer word meanings.</p> <p>J. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>K. Use newly learned words and phrases in discussions and speaking activities.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 5.RV.1 F.- Addresses and clarifies the skills in 5.4c in the 2017 Standards.</li> <li>• 5.RV.1 G.- Addresses and clarifies the skills in 5.4f in the 2017 Standards.</li> <li>• 5.RV.1 H- Added to reflect science-based reading research and clarify the importance of students' building specificity between synonyms and antonyms.</li> <li>• 5.RV.1 I- Addresses skills in 5.4b in the 2017 Standards.</li> <li>• 5.RV.1 J- Addresses and adds specificity to skills in 5.4e in the 2017 Standards.</li> <li>• 5.RV.1 K- Added to highlight the reciprocal relationship between receptive and expressive vocabulary.</li> </ul>	

As we continue to review the Reading and Vocabulary Strand 1, new standards are added which emphasize in-depth instruction focused on word knowledge, and word relationships found in word parts, word tenses, and word meanings (e.g. multiple meaning words). This instruction occurs in grade-level complex text, and focuses on unfamiliar words while reading, and discussing the text.

5.RV.1 H has been added to reflect science-based reading research, and clarifies the importance of students understanding shades of meaning between synonyms and antonyms.

5.RV.1 J adds specificity in requiring students to refer to both print and digital glossaries and beginning dictionaries to clarify meanings of words and phrases.

5.RV1.K – This is a new standard for Grade 5 that addresses the need for students to engage in both receptive vocabulary (the retrieval and understanding of language), as well as expressive vocabulary (the expressions/use of words in speaking).



# 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.

In the 2017 Standards, this strand focused on fiction. The 2024 Reading Literary Text strand focuses on three substandards: Key Ideas and Plot Details, Craft and Style, and Integration of Concepts.

2017 SOL	2024 SOL
<p><b>5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</b></p> <ul style="list-style-type: none"> <li>a) Summarize plot events using details from text.</li> <li>c) Describe character development.</li> <li>g) Differentiate between first and third person point-of-view.</li> <li>h) Differentiate between free verse and rhymed poetry.</li> <li>i) Explain how an author's choice of vocabulary contributes to the author's style.</li> </ul>	<p><b>5.RL.1 Key Ideas and Plot Details</b></p> <ul style="list-style-type: none"> <li>A. Summarize the story or play, including the overarching theme and lessons learned, and explain how they are developed or conveyed through specific details.</li> <li>B. Describe plots in stories as a sequence of events that develops the central conflict and resolution, including initiating events, climax, and resolution.</li> <li>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.</li> </ul>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 5.RL.1 A- Increased the rigor and addresses skills in 5.5d in the 2017 Standards.</li> <li>• 5.RL.1 B.- Increased the rigor and addressed skills in 5.5e in the 2017 Standards.</li> <li>• 5.RL.1 C.- Combined to increase the rigor and addresses skill in 5.5 b/c in the 2017 Standards.</li> </ul>	

In the Grade 5 Reading Literary Texts 1 sub-strand students need to demonstrate understanding of key ideas and plot details in literary texts, including fantasy, humor, fables/fairy tales, realistic fiction, historical fiction, and folklore/tall tales, focusing on fantasy.

5.RL.1.A increases the rigor focused around 5.5d in the 2017 Standards, which evolves from just identifying the theme, to summarizing while including the overarching theme, and explaining the development with specific details.

5.RL.1 B increases the rigor focused around 5.5e in the 2017 Standards, which evolves from explaining the conflict/resolution, to including the details of the initiating events and climax, resulting in the resolution.

5.RL.1 C combines 5.5b/c from the 2017 Standards emphasizing how plot and character development impact each other as the story evolves.

2017 SOL	2024 SOL
<p><b>5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</b></p> <p>a) Summarize plot events using details from text.  c) Describe character development.  e) Explain the resolution of conflict(s).  g) Differentiate between first and third person point-of-view.  h) Differentiate between free verse and rhymed poetry.  i) Explain how an author's choice of vocabulary contributes to the author's style.</p> <p><b>5.4 The student will expand vocabulary when reading.</b></p> <p>d) Identify an author's use of figurative language.</p>	<p><b>5.RL.2 Craft and Style</b></p> <p>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.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 5.RL.2 A- Increased the rigor and provided specificity for the skills addressed in 5.5c in the 2017 Standards.</li> <li>• 5.RL.2 B- Combines and expands the skills addressed in 5.4d and 5.5i.</li> <li>• 5.RL.2 C- Increased the rigor for the skills addressed in 5.5h in the 2017 Standards.</li> </ul>	

In the Grade 5 Reading Literary Texts 2 sub-strand focus is on understanding Craft and Style in literary texts.

In 5.RL.2 A the rigor is increased and specific skills are addressed from 5.5e to focus on what the characters say, think, do, and respond to other characters.

Students need to be able to demonstrate an understanding of the language that the author is using such as dialogue, or sensory language to convey a message to the reader as referred to in 5.RL.2 B.

5.RL.2 C has increased the rigor in poetry to include specificity in the characteristics of poetry, as well as the author's use of patterns of sound to impact the meaning of poetry.

2017 SOL	2024 SOL
<p><b>5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</b></p> <ul style="list-style-type: none"> <li>a) Summarize plot events using details from text.</li> <li>c) Describe character development.</li> <li>d) Identify theme(s).</li> <li>f) Identify genres.</li> <li>g) Differentiate between first and third person point-of-view.</li> <li>h) Differentiate between free verse and rhymed poetry.</li> <li>i) Explain how an author's choice of vocabulary contributes to the author's style.</li> <li>k) Identify cause and effect relationships.</li> </ul>	<p><b>5.RL.3 Integration of Concepts</b></p> <ul style="list-style-type: none"> <li>A. Set a purpose for reading by activating prior (experience) and background (content) knowledge.</li> <li>B. Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narratives.</li> <li>C. Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events.</li> </ul>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 5.RL.3 A- Added to increase rigor and reflect science-based reading research.</li> <li>• 5.RL.3 B- Increases the rigor for the skills addressed in 5.5 g/k in the 2017 Standards.</li> <li>• 5.RL.3 C- Combines and increases the rigor for the skills addressed in 5.5 d/f in the 2017 Standards.</li> </ul>	

In Grade 5 Reading Literary Texts 3 students need to demonstrate understanding of Integration of Concepts in literary texts by making connections between and within literary texts. These new standards have been added to reflect current science-based reading research per 5.RL.3 A.

5.RL.3 B combines and increases the rigor or 5.5g/k by requiring students to understand and be able to differentiate between first and third person point of view when reading literary texts.

5.RL.3 C increases the rigor and provide specificity in comparing and contrasting details (e.g. similar themes, and topics, or patterns of events) in certain types of paired texts (e.g. paired literary and informational nonfiction texts).



# Reading Informational Text



Now let's look at the standard focusing on Reading Informational Texts. This standard is focused on deepening and demonstrating comprehension in the understanding of complex informational text, textual elements, structures, and purposes.

This strand is organized into three substandards: Key Ideas and Confirming Details, Craft and Style, and Integration of Concepts. In the 2017 English Standards of Learning this strand focused on nonfiction reading.

2017 SOL	2024 SOL
<p><b>5.6 The student will read and demonstrate comprehension of nonfiction texts.</b></p> <ul style="list-style-type: none"> <li>a) Use text features such as type, headings, and graphics, to predict and categorize information.</li> <li>b) Skim materials to develop a general overview of content and to locate specific information.</li> <li>c) Identify the main idea.</li> <li>d) Summarize supporting details.</li> <li>e) Identify organizational pattern(s).</li> <li>f) Identify transitional words and phrases that signal an author's or organizational pattern.</li> <li>i) Differentiate between fact and opinion.</li> </ul>	<p><b>5.RI.1 Key Ideas and Confirming Details</b></p> <ul style="list-style-type: none"> <li>A. Summarize the main ideas of texts and specific paragraphs within them, including how they are developed through the details.</li> <li>B. Summarize events, procedures, ideas, or concepts in historical, scientific, or technical texts, including what happened, how, and why.</li> <li>C. Analyze 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).</li> </ul>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 5.RI.1 A- Increases the rigor and provides specificity in the skills addressed in 5.6c and 5.6d in the 2017 Standards.</li> <li>• 5.RI.1 B- Provides specificity around the skills addressed in 5.6d in the 2017 Standards.</li> <li>• 5.RI.1 C- Increases the rigor for the skills in 5.6i in the 2017 Standards.</li> </ul>	

The Grade 5 Reading Informational Texts 1 sub-strand focuses on key ideas and confirming details found within informational texts. This sub-strand provides clarity around students using textual evidence in grade-level complex informational text to build and deepen their comprehension.

These sub-strand combines standards from the 2017 English Standards of Learning, increasing rigor and providing specificity in the following: summarizing the main idea using evidence from the text, summarizing the events, including what happened, how it happened, and why; and explaining textual evidence that supports the author's opinion found within the text.

2017 SOL	2024 SOL
<p><b>5.6 The student will read and demonstrate comprehension of nonfiction texts.</b></p> <p>a) Use text features such as type, headings, and graphics, to predict and categorize information.</p> <p>b) Skim materials to develop a general overview of content and to locate specific information.</p> <p>c) Identify the main idea.</p> <p>d) Summarize supporting details.</p> <p>e) Identify organizational pattern(s).</p> <p>f) Identify transitional words and phrases that signal an author's or organizational pattern.</p>	<p><b>5.RI.2 Craft and Style</b></p> <p>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.</p> <p>B. Examine text features and search tools in multiple print and digital sources to evaluate and gain meaning from the information found.</p> <p>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.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 5.RI.2-A-Increased the rigor and provides specificity in the skills addressed in 5.6 e/f in the 2017 Standards.</li> <li>• 5.RI.2 B- Increases the rigor and includes digital sources in the skills addressed in 5.6a in the 2017 Standards.</li> <li>• 5.RI.2 C- Added to increase the rigor by having students determine the author's purpose and describe how the author's perspective influences the meaning of the text.</li> </ul>	

The Grade 5 Reading Informational Texts sub-strand focuses on Craft and Style. This sub-strand addresses how the author's choice of vocabulary, text features, organizational pattern, language structures, and perspective are used to convey a message.

These standards increase the rigor by providing specificity around the skills addressed in the 2017 English Standards of Learning.

5.RI.2 A Students now have to explain how an author's organizational patterns (e.g. cause/effect or problem/solution) supports their purpose and information they are relaying to the reader within the texts.

5.RI.2 B – In the 2024 English Standards of Learning students use text features to predict and categorize information, as well as to gain meaning from categorization. The use of digital sources has also been added to this standard.

5.RI.2 C – Students must demonstrate a deeper understanding of the author's purpose and reason for writing, and be able to explain the author's perspective.



2017 SOL	2024 SOL
<p><b>5.6 The student will read and demonstrate comprehension of nonfiction texts.</b></p> <ul style="list-style-type: none"> <li>a) Use text features such as type, headings, and graphics, to predict and categorize information.</li> <li>b) Skim materials to develop a general overview of content and to locate specific information.</li> <li>c) Identify the main idea.</li> <li>d) Summarize supporting details.</li> <li>e) Identify organizational pattern(s).</li> <li>f) Identify transitional words and phrases that signal an author's or organizational pattern.</li> </ul>	<p><b>5.RI.3 Integration of Concepts</b></p> <ul style="list-style-type: none"> <li>A. Use prior (experience) and background (content) knowledge as context for new learning.</li> <li>B. Analyze multiple accounts of the same event or topic, noting important <ul style="list-style-type: none"> <li>C. Similarities and differences in the point of view they represent.</li> <li>D. 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.</li> </ul> </li> </ul>
<p><b>Revisions:</b>  <b>5.RI.3 A - Added to reflect science-based reading research.</b>  <b>5.RI.3 B- Added to increase the rigor by having students analyze multiple accounts of the same event of topic, noting similarities and differences.</b>  <b>5.RI.3 C- Increases the rigor and provides specificity in the skills addressed in 5.6h in the 2017 Standards.</b></p>	

The Grade 5 Reading Informational Texts 3 sub-strand focuses on making connections between and within informational texts. It addresses how interactions between specific sentences, paragraphs, or sections contribute to the development of ideas and showcase an author’s perspective.

5.RI.3 A has been added to reflect science-based reading research, and to establish the importance of building background knowledge as new learning occurs.

5.RI.3 B was added to increase the rigor by students demonstrating how multiple text can be use to compare, contrast and describe differences within and between texts being read, while noting similarities and differences in the point of view with multiple texts.

5.RI.3 C – Increases the rigor by having students not only distinguish between cause and effect, but also demonstrate an understanding of the relationships (e.g. between historical events, or scientific concepts) that pertain to the cause and effect.

# Foundations for Writing

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The Foundations for Writing Strand is new to the 2024 English Standards of Learning is divided into two substandards: Handwriting and Spelling. 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><b>5.FFW</b> The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.</p> <p><b>5.FFW.1 Handwriting</b></p> <ul style="list-style-type: none"> <li>A. Maintain legible printing.</li> <li>B. Maintain legible cursive.</li> <li>C. Sign first and last name.</li> </ul>
<p><b>Revisions:</b></p> <p><b>5.FFW.1-</b> Focuses on students' ability to print and use cursive legibly.</p> <p><b>5.FFW.1A/B-</b> Added to highlight the importance of students' maintaining legible handwriting.</p>	

The Grade 5 Foundations for Writing 1 sub-strand focuses on a students’ ability to print and use cursive legibly, and be able to sign first and last names.

These standards have been added to highlight the importance of maintaining legible handwriting.

2017 SOL	2024 SOL
	<p><b>5.FFW.2 Spelling</b></p> <ul style="list-style-type: none"> <li>A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to spell accurately.</li> <li>B. Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high frequency words with automaticity and accuracy.</li> <li>C. Write grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.</li> </ul>
<p><b>Revisions:</b>  <b>5.FFW.2- Focuses on grade level expectations for students' spelling.</b>  <b>5.FFW.2 A/B Increased the rigor and provides specification for the skills addressed in 5.8j in the 2017 Standards.</b></p>	

The Grade 5 Foundations for Writing 2 sub-strand focuses on the grade level expectation for spelling.

The 2024 English Standards of Learning for Spelling expand and offer clarity around the expectations for which phonics features Grade 5 students are expected to use when spelling words.

In Grade 5, the expectations for encoding (spelling) to align with the expectations for decoding (reading), therefore students in fifth grade should be able to encode and decode words from all syllables types includes words with morphology (e.g. roots and affixes). This was done because of the reciprocal nature of encoding and decoding to build word recognition knowledge for students.



# Writing



Now we'll dig deeper into the standards focusing on Writing. This strand is organized into three substandards: Modes and Purposes of Writing, Organization and Composition, and Usage and Mechanics. The Grammar and Usage section which was a part of the 2017 English Standards of Learning has been moved to the 2024 Language Usage strand.

2017 SOL	2024 SOL
<p><b>5.7 The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive.</b></p> <p>e) Organize information to convey a central idea.</p> <p>f) Recognize different forms of writing have different patterns of organization including story structure for narrative writing.</p> <p>h) Clearly state a position including supporting reasons and evidence to persuade the intended audience.</p>	<p><b>5.W.1 Modes and Purposes for Writing</b></p> <p>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).</p> <p>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.</p> <p>C. Write persuasive pieces on topics or texts, including media messages, supporting a clear perspective with adequate facts, reasons, and logically grouped information.</p> <p>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.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 5.W.1 A- New standard that specifies organizing personal and fictional narratives using event sequences.</li> <li>• 5.W.1 B- New standard that specifies writing explanatory texts that develops with facts and details.</li> <li>• 5.W.1 C- New standard that specifies writing persuasive texts using facts and reasons.</li> <li>• 5.W.1 D- New standard that applies writing knowledge to response to what is read/heard and include details from the text for support.</li> </ul>	

The Grade 5 Writing 1 sub-strand focuses on students’ ability to write in a variety of forms including narratives, explanatory, persuasive about topics, or texts, and reflectively in response to texts.

This standard provides specificity in the expectation that writing will be “linked to grade five content and texts”, therefore reading and writing will be connected within texts being read, to give purpose for writing which is further explained in 5.W.1 D.

5.W.1 A is a new standard for Grade 5 that specifies organizing personal and fictional narratives, using event sequences to experiences, to develop the experience.

5.W.1 B is a new standard for Grade 5 that specifies writing explanatory texts to develop around relevant facts and concrete details.

5.W.1 C is an new standard for Grade 5 that specifies writing persuasive texts (including media message) using adequate facts and reasons which are logically grouped.

5.W. 1 D is another new Grade 5 standard that specifies students writing with focus which demonstrates their thinking with details, examples, and other evidence that is

logically organized.

2017 SOL	2024 SOL
<p><b>4.7b The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</b> b) Select audience and purpose.</p> <p><b>5.7 The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive.</b> a) Engage in writing as a process. b) Select audience and purpose. c) Use a variety of prewriting strategies. d) Introduce and develop a topic, incorporating evidence and supporting details. e) Organize information to convey a central idea. f) Recognize different forms of writing have different patterns of organization including story structure for narrative writing. g) Write a clear topic sentence focusing on the main idea. h) Clearly state a position including supporting reasons and evidence to persuade the intended audience. j) Use precise and descriptive vocabulary to create tone and voice. k) Vary sentence structure by using transition words and prepositional phrases.</p>	<p><b>5.W.2 Organization and Composition</b> 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.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 5.W.2 A- Combines and increases the rigor for the skills addressed in 5.7 e/f/h in the 2017 Standards.</li> <li>• 5.W.2 A i- Combines and increases the rigor for the skills addressed in 5.7 b/d/g/j in the 2017 Standards.</li> <li>• 5.W.2 A ii- Combines and increases the rigor for the skills addressed in 4.7b in the 2017 Standards.</li> <li>• 5.W.2 A iii- Addresses and provides specification for the skills addressed in 5.7 k in the 2017 Standards.</li> <li>• 5.W.2 A iv- New standard that highlights the importance of providing a concluding statement or section.</li> </ul>	

The Grade 5 Writing 2 sub-strand focuses on students’ writing organization and composition skills. This section contains the skills associated with skills that are part of the recursive writing process, such as planning, drafting, revising, and editing when writing multi-paragraph texts.

This sub-strand provides explicit information on how students should engage in writing as a process to generate and compose well developed paragraphs.

5.W.2 A iv. is a new fifth grade standard which highlights the importance of ending a writing composition with a concluding statement, or section.

2017 SOL	2024 SOL
<p><b>5.7 The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive.</b></p> <p>l) Revise writing for clarity of content using specific vocabulary and information.</p> <p><b>5.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.</b></p> <p>a) Use plural possessives.  b) Use adjective and adverb comparisons.  c) Use interjections.  d) Use prepositional phrases.  e) Use quotation marks with dialogue.  f) Use commas to indicate interrupters, items in a series, and to indicate direct address.  g) Use a hyphen to divide words at the end of a line.  h) Edit for fragments and run-on sentences.  i) Eliminate double negatives.  j) Use correct spelling of commonly used words.  k) Use coordinating conjunctions.</p>	<p><b>5.W.3 Usage and Mechanics</b></p> <p>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.  C. Sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 5.W.3 A- Increases the rigor by providing specificity for the skills addressed in 5.7l in the 2017 Standards.</li> <li>• 5.W.3 B- Addresses skills addressed in 5.8 in the 2017 Standards.</li> </ul>	



The Grade 5 Writing 3 sub-strand focuses on usage and mechanics. This section addresses students’ revising and editing skills. In 2017, Grammar and Usage was part of the Writing strand. It has been moved to 2024 Language Usage. Note 5.W.3 C – See Language Usage for grade level expectations.

This strand increases the rigor of usage and mechanics for students in Grade 5, which specifically addresses quality of idea, organization, sentence fluency, and word choice.

# Language Usage



The Language Usage Strand is new to the 2024 English Standards of Learning and is divided into two substandards: Grammar and Mechanics. 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. There have been many new standards, as well as an increase in rigor added to this strand across grade levels.

2017 SOL	2024 SOL
<p><b>5.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.</b></p> <p>a) Use plural possessives.  b) Use adjective and adverb comparisons.  c) Use interjections.  d) Use prepositional phrases.  h) Edit for fragments and run-on sentences.  k) Use coordinating conjunctions.</p> <p><b>6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</b></p> <p>c) Maintain consistent verb tense across paragraphs.  f) Choose adverbs to describe verbs, adjectives, and other adverbs.</p>	<p><b>5.LU.1 Grammar</b></p> <p>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.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 5.LU.1 A- Increases the rigor by specifying the skills addressed in 5.8h in the 2017 Standards.</li> <li>• 5.LU.1 B- Combines and provides specificity for the skills addressed in 5.8b and 6.8f in the 2017 Standards.</li> <li>• 5.LU.1 C- Combines and increases the rigor by specifying the skills addressed in 5.8c/d/k in the 2017 Standards.</li> <li>• 5.LU.1 D- Addresses and provides specificity for the skills addressed in 6.8c.</li> <li>• 5.LU.1 E- Addresses and provides specificity for the skills addressed in 5.8a in the 2017 Standards.</li> </ul>	

The Grade 5 Language Usage 1 focuses students’ use of grammar when speaking and writing. The 2024 standards increases in rigor and specificity to provide additional instructions for teachers in understanding the grade level expectations.

- 5.LU.1 A increases the rigor to specify expanding, combining or reducing sentences for meaning.
- 5.LU.2 B combines and specify adverbs usage from 5.8b and 6.8f.
- 5.LU.1 C combines and increases the rigor by focusing on specific skills regarding interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing.
- 5.LU.1 D moves from Grade 6 with focuses on maintaining consistent verb tenses in a paragraph to being able to recognize and correct inappropriate shifts in verb tenses in writing.
- 5.LU.1 E provides specificity on using standard subject-verb agreement in writing and when speaking.





2017 SOL	2024 SOL
<p><b>5.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.</b></p> <p>e) Use quotation marks with dialogue.  f) Use commas to indicate interrupters, items in a series, and to indicate direct address.  g) Use a hyphen to divide words at the end of a line.  i) Eliminate double negatives.  j) Use correct spelling of commonly used words.</p>	<p><b>5.LU.2 Mechanics</b></p> <p>A. Use commas in series, dates, addresses, and letters in writing.  B. Use a hyphen to divide words at the end of a line in writing.  C. Use spelling patterns and generalizations (e.g., word families, syllable patterns, ending rules) when pronouncing and writing words.  D. Consult reference materials to check and correct spelling.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 5.LU.2 A- Addresses skills in 5.8f in the 2017 Standards</li> <li>• 5.LU.2 B- Addresses skills in 5.g in the 2017 Standards.</li> <li>• 5.LU.2 D- Added to address the importance of using reference materials to check and correct spelling.</li> </ul>	

The Grade 5 Language Usage 2 sub-strand focuses on grade level expectations for students’ mechanics in writing. This section contains the punctuation and spelling expectations for the grade level that support readability for comprehension.

This standard reflects science-based reading research and provides specificity of the 2017 4.8 standards in regards to technical conventions such as commas in a series, dates, addresses and letters in writing, as well as using hyphens to divide words at the end of a line in writing.

This standard also includes 5.LU.2 D which addresses the use of reference materials to check spelling.

# Communications and Multimodal Literacies

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

2017 SOL	2024 SOL
<p><b>5.1 The student will use effective oral communication skills in a variety of settings.</b></p> <p>a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</p> <p>b) Participate in and contribute to discussions across content areas.</p> <p>c) Summarize information gathered in group activities.</p> <p>e) Use evidence to support opinions and conclusions.</p> <p>f) Summarize the main points a speaker makes and connect comments to the remarks of others.</p> <p>g) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.</p>	<p><b>5.C.1 Communication, Listening, and Collaboration</b></p> <p>A. Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:</p> <p>i. Listening actively and speaking using agreed upon discussion rules.</p> <p>ii. Respectfully demonstrating agreement or disagreement with others' ideas.</p> <p>iii. Asking and answering relevant questions to build on others' ideas, clarify ideas, and acquire or confirm information.</p> <p>iv. Summarizing the main ideas being discussed, using evidence, examples, and details to support opinions and conclusions.</p> <p>B. Share responsibility for the learning based on assigned roles and/or task expectations.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 5.C.1 A- Increases the rigor by specifying the skills addressed in 5.1 b in the 2017 Standards.</li> <li>• 5.C.1 A i- Addresses skills in 5.1 a in the 2017 Standards.</li> <li>• 5.C.1 A ii- Addresses skills in 5.1 h in the 2017 Standards.</li> <li>• 5.C.1 A iii- Provides specificity for the skills addressed in 5.2 e in the 2017 Standards.</li> <li>• 5.C.1 A iv- Combines skills addressed in 5.1 c/e/f in the 2017 Standards.</li> <li>• 5.C.1 B- Addresses skills in 5.1 g in the 2017 Standards.</li> </ul>	

Grade 5 Communication 1 focuses on students building skills around communication, listening, and collaboration.

This section provides clarity on how students participate in discussion while collaborating with diverse partners. It addresses students being respectful of others when actively engaged in listening and speaking with peers.

5.C.1 A increases the rigor and specifies students demonstrating effective oral communication skills in discussions across content areas.

5.C.1 A iii focuses on students effectively asking and answering questions to gather or clarify information for oral presentation.

2017 SOL	2024 SOL
<p><b>5.2 The student will create multimodal presentations that effectively communicate ideas.</b></p> <p>a) Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal interactive presentations.</p> <p>b) Maintain eye contact with listeners.</p> <p>c) Organize content sequentially around major ideas.</p> <p>d) Use language and style appropriate to the audience, topic, and purpose.</p> <p>e) Ask and answer questions to gather or clarify information presented orally.</p> <p><b>6.2. The student will create multimodal presentations that effectively communicate ideas.</b></p> <p>b) Use language and vocabulary appropriate to audience, topic, and purpose.</p>	<p><b>5.C.2 Speaking and Presentation of Ideas</b></p> <p>A. Report orally on a topic or text or present an opinion in an organized manner. This includes:</p> <p>i. Using content specific vocabulary, appropriate facts, and relevant descriptive details to support themes or central ideas.</p> <p>ii. Demonstrating appropriate speaking techniques (e.g., adequate volume and clear pronunciation) suitable to the audience, purpose, and situations.</p> <p>iii. Using facial expressions and gestures to support, accentuate, or dramatize the message during oral presentations.</p> <p>iv. Demonstrating awareness of and sensitivity to the appropriate use of words (e.g., avoiding stereotypes, multiple meanings of words).</p> <p>v. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement).</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 5.C.2 A - Combines to address skills in 5.1 d and 5.2 c in the 2017 Standards.</li> <li>• 5.C.2 A i- Addresses and adds specificity for the skills addressed in 6.2 b in the 2017 Standards.</li> <li>• 5.C.2 A ii- Provides specificity for the skills addressed in 5.2 d in the 2017 Standards.</li> <li>• 5.C.2 A iii- Combines and provides specificity for the skills addressed in 5.2 a/b in the 2017 Standards.</li> <li>• 5.C.2 A iv - Added to increase the rigor by providing specificity for word choice when presenting ideas.</li> <li>• 5.C.2 A v - Added to increase the rigor by providing specificity for encouraging audience participation when presenting idea.</li> </ul>	

Grade 5 Communication 2 focuses on students building skills around speaking and presentation of ideas. It combines 2017 skills associated with students expectations when reporting on a topic or presenting their opinion. Specificity is given to demonstrating appropriate speaking techniques, including volume and clear pronunciation, as well as facial expressions and gestures.

5.C.2 A iv was added to increase rigor and provide the expectation that students demonstrate awareness and sensitivity in word choice, and avoid stereotypes.

5.C.2 A v is also a new standard in Grade 5 which focuses on encouraging audience participation when presenting idea (e.g. questioning or discussion).

2017 SOL	2024 SOL
<p><b>5.3 The student will learn how media messages are constructed and for what purposes.</b></p> <p>a) Identify the purpose and audience of auditory, visual, and written media messages.</p> <p>b) Identify the characteristics and effectiveness of a variety of media messages.</p> <p>a) Compare and contrast techniques used in a variety of media messages.</p>	<p><b>5.C.3 Integrating Multimodal Literacies</b></p> <p>A. Select, organize, and create engaging presentations that include multimedia components and visual displays.</p> <p>B. Strategically use two or more interdependent modes of communication to convey the intended message and enhance the development of main ideas or themes.</p>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>• 5.C.3 A- Provides specificity for the skills addressed in 5.2 in the 2017 Standards.</li> <li>• 5.C.3 B- Added to increase rigor by adding specificity for students' use of 2 modes of communication to convey and enhance their intended message.</li> </ul>	

Grade 5 Communication 3 focuses on students use of multimodal tools in presentations. Students are taught to use multimodal tools to craft and publish media messages for various audiences.

5.C.3 B was added to Grade 5 to increase rigor of the grade level expectation expecting students to use two modes of communication to convey and enhance the message they are trying to convey to their audience.

2017 SOL	2024 SOL
<p><b>5.3 The student will learn how media messages are constructed and for what purposes.</b></p> <ul style="list-style-type: none"> <li>a) Identify the purpose and audience of auditory, visual, and written media messages.</li> <li>b) Identify the characteristics and effectiveness of a variety of media messages.</li> <li>c) Compare and contrast techniques used in a variety of media messages.</li> </ul>	<p><b>5.C.4 Examining Media Messages</b></p> <ul style="list-style-type: none"> <li>A. Deconstruct various types of media to identify the characteristics and determine the effectiveness of the intended messages.</li> <li>B. Identify the purpose, intended audience, and credibility of information (e.g., auditory, visual, and written media messages) being presented.</li> <li>C. Compare and contrast techniques used in a variety of media messages (e.g., animation, famous images and words, music and sound, photo-editing).</li> </ul>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>5.C.4 A- Provides specificity for the skills addressed in 5.3b in the 2017 Standards.</li> <li>5.C.4 B- Increases the rigor by providing specificity for the skills addressed in 5.3a in the 2017 Standards.</li> <li>5.C.4 C- Increases the rigor by providing specificity for the skills addressed in 5.3c in the 2017 Standards.</li> </ul>	

Grade 5 Communication 4 increases rigor and focuses on students examining media messages.

5.C.4 A provides specific skills which ask the student to identify the purpose, the intended audience and the credibility of the information being presented.

5.C.4.B contains skills focused on interpreting and explaining the characteristics, information, the impact of media messages on their intended audience, as well as comparing and contrasting techniques that are used in a variety of media messages (e.g. animation, music, or photo-editing).

5.C.4 C also increases rigor and provide specificity in asking the student to compare and contrast techniques that are used in a variety of media messages (e.g. animation, and music and sound).




# Research

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Let's finish by looking at the Research Strand. This strand solely focuses on conducting research while reading related texts for a variety of purposes. This strand is organized in one category: Evaluation and Synthesis of Information.



2017 SOL	2024 SOL
<p>5.9 The student will find, evaluate, and select appropriate resources to create a research product.</p> <ol style="list-style-type: none"> <li>Construct questions about a topic.</li> <li>Collect and organize information from multiple resources.</li> <li>Evaluate the relevance, reliability, and credibility of information.</li> <li>Give credit to sources used in research.</li> <li>Avoid plagiarism and use own words.</li> <li>Demonstrate ethical use of the Internet.</li> </ol>	<p><b>5.R.1 Evaluation and Synthesis of Information</b></p> <ol style="list-style-type: none"> <li>Formulate questions that help narrow the topic and revise questions as needed based on research.</li> <li>Identify search terms to locate information and gather relevant information from various print and digital sources to address the research.</li> <li>Organize and synthesize information from the print and digital resources, evaluating their relevance, reliability, and credibility.</li> <li>Develop notes that include important concepts, summaries, and identification of information sources.</li> <li>Organize and share information orally, in writing, or through visual display.</li> <li>Avoid plagiarism and give proper credit by providing citations whenever using another person's media, facts, ideas, graphics, music, and direct quotations.</li> </ol>
<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>5.R.1 A- Increases the rigor by providing specificity for the skills addressed in 5.9 a in the 2017 Standards.</li> <li>5.R.1 B/D- Increases the rigor by providing specificity for the skills addressed in 5.9 f in the 2017 Standards.</li> <li>5.R.1 C- Increases the rigor by providing specificity for the skills addressed in 5.9 c in the 2017 Standards.</li> <li>5.R.1 E- Added to increase the rigor by adding specificity of students sharing of information in various modes such as orally, writing, or visual display.</li> <li>5.R.1 F- Combines to address skills in 5.9 e in the 2017 Standards.</li> </ul> 	

Grade 5 Research focuses on students learning to conduct research to build knowledge and/or solve problems.

Rigor is enhanced in these standard as students are encouraged to formulate questions, evaluate the validity and reliability of their research from various sources, and apply it their own writing, and within responses to texts read. In addition, 5.R.1 E specifies that students will share their findings orally, in writing and through visual display, giving proper credit in citations, and avoid plagiarism.

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

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

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

Questions?

Reach out to the VDOE  
English Team

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