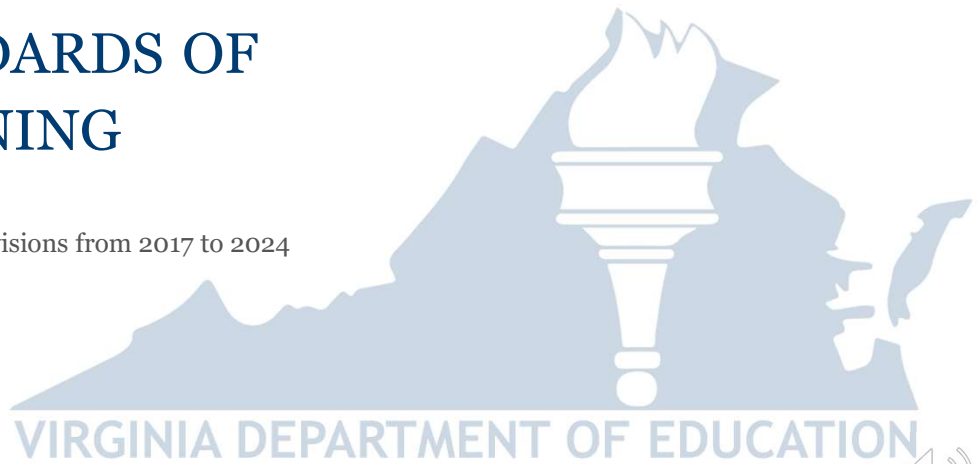


2024 ENGLISH STANDARDS OF LEARNING

Grade 7

Overview of Revisions from 2017 to 2024



Welcome to the Grade 7 Overview of Revisions to the English Standards of Learning from 2017 to 2024.

It would be helpful to have a copy of the Grade 7 – Crosswalk (Summary of Revisions) and a copy of the 2024 Grade 7 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*



Our purpose is to provide an overview of the 2024 English Standards of Learning and to highlight 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



First, we will share the implementation timeline for the 2024 English Standards of Learning.

Then, we will discuss 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.

Finally, we will 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.



In the spring of 2024, Virginia Department Of Education staff is partnering with teams of teachers and specialists to develop and provide various 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 school 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

- Provided clarity for grade-level expectations around text complexity.
- Ensured coherence within a grade level between the strands, and vertically across grade levels.
- Added the Developing Skills Readers and Building Reading Stamina strand to emphasize text reading and fluency.
- Added the Language Usage strand to house grade level expectations for grammar and usage when applied to speaking and writing.




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

By adding the Developing Skills Readers and Building Reading Stamina strand, there is a continued emphasis on text reading and fluency as the student begins to read and comprehend more complex literary and informational text.

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



The 2024 English Standards of Learning increased in number of strands, from four in 2017 to ten in 2024. This restructuring of strands was done purposefully to provide additional support around the skills all students need to be strategic readers and writers.

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

Foundations for Reading (through grade 5)	<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 (through grade 5)	<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 specific to Kindergarten because that is the grade level where those skills are the focus.

Please take time to look over the strands and sub-strands for Grade 7. The strands in the Grade 7 2024 English Standards of Learning have sub-strands. We will review the strands and sub-strands for Grade 7 in this presentation.

HOW TO READ THE 2024 *ENGLISH STANDARDS OF LEARNING*

- Strand
 - Sub Strand
 - Standard
 - Standard
 - Sub Strand
 - Standard
 - Standard
 - Standard
- 7.RI- Reading Informational Text
 - 7.RI.1-Key Ideas and Confirming Details
 - A. Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.
 - B. Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made and how they are introduced and developed.
 - 7.RI.2- Craft and Style
 - 7.RI.3- Integration of Concepts



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

For example, in the Reading Information Text strand in Grade 7, 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 7 (2017 SOL to 2024 SOL Numbering)</p> <ul style="list-style-type: none"> • 7.1—>7.C.1 • 7.2—>7.C.2 • 7.3—>7.C.3, 7.C.4 • 7.4—>7.RV.1 • 7.5—>7.DSR, 7.RL.1, 7.RL.2, 7.RL.3 • 7.6—>7.DSR, 7.RI.1, 7.RI.2, 7.RI.3 • 7.7—>7.W.1, 7.W.2, 7.W.3 • 7.8—>7.W.3, 7.LU.1, 7.LU.2 • 7.9—> 7.R.1 	<p>Parameter Changes/Clarifications (2024 SOL)</p> <ul style="list-style-type: none"> • 7.DSR.1 - Focuses on how a student will build knowledge and reading comprehension fluently. • 7.DSR.1 A. - Combines skill identified in 2017 7.5j and 7.6m with new content additions in 2024 (see the "Additions to Grade 7" section). • 7.DSR.1 B. - Combines 2017 7.5 and 7.6 to demonstrate comprehension when reading both literary and informational texts at the grades 6-8 band. • 7.DSR.1 C. - Combines 2017 7.5i, 7.6c, and 7.7g to apply comprehension of what is read through discussion and/or
<p>Deletions from Grade 7 (2017 SOL)</p> <p>7.6i - Create an objective summary including main idea and supporting details.</p>	<p>Additions to Grade 7 (2024 SOL)</p> <ul style="list-style-type: none"> • 7.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently • 7.DSR.1. A. - Addresses specific fluency skills that support reading comprehension, including self-monitoring when reading. • 7.DSR.1. D. -Engages regularly opportunities to read conceptually related texts through various reading experiences. • 7.RV.1.H. - Applies newly learned words in various contexts to support the integration of applying what is read in written and oral communications



This is a snapshot of the Grade 7 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
N/A	See Kindergarten through grade five for the Foundations for Reading standards.
Revisions: <ul style="list-style-type: none"> • Foundations for Reading begins in grade K and ends in Grade 5. 	
<div style="text-align: right;">  </div>	

Foundations for Reading is a strand with standards for the elementary grades. The Foundations for Reading strand focus on fostering students’ understanding and working knowledge of foundational reading skills. The Foundations for Reading strand is organized into three categories: Print Concepts, Phonological and Phonemic Awareness, and Phonics and Word Analysis. The foundational skills addressed in these standards are necessary and important components in developing proficiency in reading, but they are not the end goal themselves. By the secondary level, students should have a solid reading foundation that will be built upon in other standards. Refer to the K-5 standards as appropriate for scaffolding, review, intervention or remediation purposes to reach grade-level expectations.

Developing Skilled Readers and Building Reading Stamina



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

The Strand of Developing Skilled Readers and Building Reading Stamina was added to emphasize the skills and strategies students use every time they engage with text through reading, writing, collaborating, and researching. Strands from the 2017 Reading Standards (e.g., reading fiction, reading nonfiction, and reading vocabulary) have been included into Developing Skilled Readers and will support opportunities for cross-curricular content.

This strand serves as the bedrock for grade-level reading comprehension expectations and should be applied when students are reading, writing, collaborating, and researching.

2017 SOL	2024 SOL
<p>7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.</p> <p>b) Identify and explain the theme(s). c) Identify cause and effect relationships and their impact on plot. e) Identify elements and characteristics of a variety of genres. h) Compare/contrast details in literary and informational nonfiction texts. i) Make inferences and draw conclusions based on the text. j) Use reading strategies to monitor comprehension throughout the reading process.</p> <p>7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>c) Make inferences and draw logical conclusions using explicit and implied textual evidence. d) Differentiate between fact and opinion. g) Identify the main idea. j) Identify cause and effect relationships. m) Use reading strategies to monitor comprehension throughout the reading process</p>	<p>7.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain worthwhile knowledge and vocabulary, and using reading strategies when comprehension breaks down.</p> <p>A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).</p> <p>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).</p> <p>C. When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).</p> <p>D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).</p> <p>E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).</p>
<p>Revisions:</p> <ul style="list-style-type: none"> •7.DSR.1.A - Combines the skill of using reading strategies in 2017 7.5j and 7.6m and gives examples of strategies •7.DSR.1.B – Combines 2017 7.5 and 7.6 to demonstrate comprehension when reading both literary and informational text •7.DSR.1.C – Combines 2017 7.5i, 7.6c, and 7.7g to apply comprehension through discussion or writing •DSR.1.D – Added to encourage regular opportunities to read conceptually related texts through various reading experiences. •7.DSR.1.E - Specifies reading strategies that could be used when monitoring comprehension 	



In this strand, the student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain worthwhile knowledge and vocabulary, drawing conclusions and making inferences, and using reading strategies to support reading comprehension.

The Developing Skilled Readers and Building Reading Stamina strand states that students are expected to read not just a "variety of texts," but a range of challenging, content-rich texts. There is a focus on reading fluency and active reading strategies that must occur with both literary and informational texts. This strand also specifies reading strategies that could be used such as attending to text structure, summarizing, asking questions, and others.

Several strands from the 2017 Standards of Learning 7.5 and 7.6 are combined to show the connection between fiction and nonfiction. For example, 7.DSR.1 A combines the skill of using reading fluently in 7.5j and 7.6m and specifies qualities of fluency (accuracy, automaticity, appropriate rate, and meaningful expression). 7.DSR.1 B combines 2017's 7.5 and 7.6 to demonstrate comprehension when reading both literary and informational texts. Similarly, 7.DSR.1 C combines 2017's 7.5i, 7.6e,

and 7.7g to apply comprehension through discussion or writing. These revisions increase the rigor for grade seven students and align with the science-based reading research of integrating reading and writing.

One new standard was added to encourage making authentic connections to related texts. 7.DSR.1. D creates regular opportunities for students to read conceptually related texts through various reading experiences.

Reading and Vocabulary



A powerful way to support students' vocabulary development is through reading high quality, content rich texts. The Reading and Vocabulary strand highlights how word etymology, context clues, and cross-discipline vocabulary words impact reading comprehension.

2017 SOL	2024 SOL
<p>7.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.</p> <p>a) Identify word origins and derivations. b) Use roots, affixes, synonyms, and antonyms to expand vocabulary. c) Identify and analyze the construction and impact of figurative language. d) Identify connotations. e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. f) Use word-reference materials to determine meanings and etymology. g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p>	<p>7.RV The student will systematically build vocabulary and word knowledge based on grade seven content and texts.</p> <p>7.RV.1 Vocabulary Development and Word Analysis</p> <p>A. Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics. B. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases. C. Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words. D. Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> •7.RV.1.A – Expands 2017 7.4g to enhance the integration of vocabulary when listening, reading, and discussing grade seven texts & topics •7.RV.1.B – Defines "context" identified in 2017 7.4e •7.RV.1.C – Combines 2017 7.4a & 7.4b to increase rigor •7.RV.1.D – Addresses skill identified in 2017 7.4b to include analogies and word relationships 	



The focus for Grade Seven of the 2024 Reading and Vocabulary strand is for students to systematically build vocabulary and word knowledge based on grade seven content and texts.

This strand addresses skills that were in the 7.4 Standard in the 2017 English Standards of Learning. The expansion of 7.4g in 7.RV.1 A is to enhance the integration of vocabulary when listening, reading, and discussing grade-level texts and topics. This aligns with science based reading research.

Some skills are combined into one strand to increase the rigor and to address the purpose of the skill. For example, 7.RV.1 C combines 2017's 7.4a and 7.4b so that students are using word origins, derivations, context, sentence structure and Greek and Latin roots to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases. Using all of these skills will systematically build vocabulary and word knowledge.

Lastly, 7.RV.1. D expands on 2017's 7.4b to include analogies and word relationships.

2017 SOL	2024 SOL
<p>7.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.</p> <p>a) Identify word origins and derivations. b) Use roots, affixes, synonyms, and antonyms to expand vocabulary. c) Identify and analyze the construction and impact of figurative language. d) Identify connotations. e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. f) Use word-reference materials to determine meanings and etymology. g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p>	<p>7.RV The student will systematically build vocabulary and word knowledge based on grade seven content and texts.</p> <p>7.RV.1 Vocabulary Development and Word Analysis</p> <p>E. Analyze the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification. F. Distinguish among the nuances in the meaning of connotations of words with similar denotations. G. Use general and specialized word-reference materials, print and digital, to identify word origins and derivations, pronunciations, precise meanings, and their parts of speech. H. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 7.RV.1.E - Addresses skill identified in 2017 7.4c and specifies types of figurative language • 7.RV.1.F – Addresses 2017 7.4d and includes denotations • 7.RV.1.G – Addresses skills identified in 2017 7.4f and 7.4g to show the purpose of using word-reference materials (also specifies the use of both print and digital) • 7.RV.1.H – Added to encourage using newly learned words in various contexts to support the integration of applying what is read in written and oral communications 	



This slide shows the remaining strands of the Reading and Vocabulary strand, which are 7.RV.1 E through H.

The addition of 7.RV.1 H is to encourage students to use newly learned words in various contexts. This supports the overarching goal of 2024 Standards of Learning to integrate written and oral communications.

Greater specificity is provided in 7.RV.1. E by giving specific types of figurative language and by including denotations. These revisions will help focus teacher instruction on the targeted skill.

7.RV.1. G expands on 2017's 7.4f and 7.4g to have students use word-reference materials while extending general and cross-curricular vocabulary. By combining these strands, the expectation is for students to use these word-reference materials (both print and digital) to identify word origins and pronunciations across various settings.

Reading Literary Text



The Reading Literary Text Strand was developed to emphasize the skills necessary for reading and comprehending literary texts. This strand is organized into three categories: Key Ideas and Plot Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named "Reading Fiction."

2017 SOL	2024 SOL
<p>7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.</p> <p>a) Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other. d) Differentiate between first and third person point-of-view. f) Compare and contrast various forms and genres of fictional text. g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.</p>	<p>7.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.</p> <p>7.RL.1 Key Ideas and Plot Details</p> <p>A. Describe stated or implied themes of texts and analyze their development throughout the texts using specific details. B. Analyze how the central conflict and key elements (e.g., initiative event, rising action, climax, falling action, and resolution) impact plot development. C. Explain how static and dynamic characters and the roles of protagonist and antagonist influence plot events.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 7.RL.1.A – Increases the rigor of identifying themes to analyze how they are developed in text • 7.RL.1.B – Explicitly identifies specific elements to include when analyzing plot details • 7.RL.1.C – Specifies character development from 2017 Standard of Learning 7.5a to include static and dynamic characters and the roles of protagonist and antagonist 	



The focus for Grade Seven Reading Literary Texts 1 is for students to demonstrate an understanding of key ideas and plot details in literary texts. The term "grade level literary texts" is added to the main strand. This section contains standards that directly address the literary elements (e.g., characterization, literary forms) that impact the plot and theme.

The 2024 English Standards of Learning offer clarity by explicitly identifying the details of the strand. For example, the details of plot and conflict that were previously found in the curriculum framework are now included directly in the strand. This revision allows for a more thorough and efficient understanding of the expectations of the standard.

These standards increase the rigor of similar standards from the 2017 English Standards of Learning 7.5. For example, 7.RL.1. A increases the rigor by having students analyze how themes are developed in text versus just identifying the theme(s).

7.RL.1.B provides clarity to 2017 standards by identifying specific elements of plot (e.g, initiative event, rising action, climax, falling action, and resolution).

Adding 7.RL.1 C as a new strand specifies the expectations around understanding and explaining character development by including the terms static and dynamic characters and roles of protagonist and antagonist.

2017 SOL	2024 SOL
<p>7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.</p> <p>a) Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other. d) Differentiate between first and third person point-of view. f) Compare and contrast various forms and genres of fictional text. g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.</p>	<p>7.RL.2 Craft and Style</p> <p>A. Analyze how elements of authors' styles (e.g., word choice, dialogue, form, voice, rhyme, rhythm, and/or sound devices) contribute to meaning in various forms of prose and poetry. B. Analyze how the elements of an author's style (e.g., word choice, sentence structure, dialogue, figurative language, imagery) are used to influence and develop tone. C. Explain how an author develops the points of view of different characters in a text (first-person, third-person limited, third-person omniscient) and how they affect the reader's interpretation of a text.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 7.RL.2.A – Aligns to 2017 7.5g to explicitly identify elements of author's style for analysis • 7.RL.2.B – Aligns to 2017 7.5g and expands on developing tone, specifically • 7.RL.2.C – Aligns to 2017 7.5d and clarifies the point of view to include third-person limited and third-person omniscient 	

The focus for Grade Seven Reading Literary Texts 2, Craft and Style, is for students to understand how the author's choice of vocabulary, rhetorical devices, figurative language, and text organization/structure are used to convey a message. The revisions are designed to provide clarity to specific elements of craft and style like poetic elements, literary devices, and point of view.

These standards increase the rigor of similar standards from the 2017 English Standards of Learning 7.5. For example, in 2017's 7.5g, students are to describe the impact of the author's style. In 2024's 7.RL.2.A, students are to analyze how elements of authors' styles contribute to the overall meaning. Similarly, 7.RL.2.B aligns to 7.5g but expands on developing tone. The strand specifies the elements of an author's style that can contribute to tone (word choice, sentence structure, dialogue, figurative language, and imagery).

Lastly, 7.RL.2 C provides clarity to 2017's 7.5d by differentiating between third-person limited and third-person omniscient points of view.

2017 SOL	2024 SOL
<p>7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.</p> <p>a) Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other. d) Differentiate between first and third person point-of-view. e) Identify elements and characteristics of a variety of genres. f) Compare and contrast various forms and genres of fictional text. g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style. h) Compare/contrast details in literary and informational nonfiction texts.</p>	<p>7.RL.3 Integration of Concepts</p> <p>A. Explain how particular elements of stories or dramas interact including how settings shape and influence characters and plot. B. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 7.RL.3.A – Combines skills in 2017 7.5a,e, and f • 7.RL.3.B – Combines 2017 7.5g and 7.5h to specify the types of genres or forms that could be compared 	



The focus for Grade Seven Reading Literary Texts 3, Integration of Concepts, is to provide explicit skills students will engage in when comparing multiple texts. These are new standards and reflect current science-based reading research.


7.RL.3 A combines skills in 2017's 7.5 a,e, and f to increase rigor and require integration of concept across texts.

7.RL.3 B combines skills in 2017's 7.5 g and h to specify the types of genres or forms that could be compared (e.g., stories and poems or historical novels and fantasy stories).

Reading Informational Text



Now let's look at the standard focusing on Reading Informational Texts. The Reading Informational Text Strand was developed to emphasize the skills necessary for reading and comprehending complex informational text. This strand is organized into three categories: Key Ideas and Confirming Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named "Reading Nonfiction."

2017 SOL	2024 SOL
<p>7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>a) Skim materials using text features including type, headings, and graphics to predict and categorize information. b) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. c) Identify the source, viewpoint, and purpose of texts. d) Describe how word choice and language structure convey an author's viewpoint. e) Summarize text identifying supporting details. f) Create an objective summary including main idea and supporting details. g) Organize and synthesize information for use in written and other formats. h) Analyze ideas within and between selections providing textual evidence.</p>	<p>7.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts.</p> <p>7.RI.1 Key Ideas and Confirming Details</p> <p>A. Summarize texts, including their main idea(s) and how they are developed with specific details. B. Analyze how a key individual, event or idea is introduced, illustrated, and elaborated in historical, scientific, or technical texts (e.g., through examples or anecdotes). C. Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons, from claims that are not.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 7.RI.1.A – Addresses skills identified in 2017 7.6g and 7.6h to include creating a main idea statement in a summary • 7.RI.1.B – Addresses skills identified in 2017 7.6k and 7.6l to enhance the rigor when analyzing an author's perspective • 7.RI.1.C – Combines skills in 2017 7.6g, 7.6c, 7.6d, 7.6j, and 7.6l to trace the argument of specific claims that are and are not supported with textual evidence 	

The focus for Grade Seven Reading Informational Texts 1 is for students to deepen and demonstrate comprehension of complex informational text, textual elements, structures, and purposes.

7.RI.1 A enhances the task of summarizing texts by including how the main idea(s) is developed.

7.RI.1 B provides clarification on how to analyze individuals, events, or ideas in texts (through examples or anecdotes).

7.RI.1 C increases rigor by ensuring students trace the argument and specific claims in a text to distinguish which are supported by evidence and which are not. This strand combines skills from five of the 2017 strands for clarity and precision. Also, using the verbiage, "trace the argument" indicates a higher level of bloom's taxonomy.

2017 SOL	2024 SOL
<p>7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>a) Skim materials using text features including type, headings, and graphics to predict and categorize information. b) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. c) Identify the source, viewpoint, and purpose of texts. d) Describe how word choice and language structure convey an author's viewpoint. e) Summarize text identifying supporting details. f) Create an objective summary including main idea and supporting details. g) Organize and synthesize information for use in written and other formats. h) Analyze ideas within and between selections providing textual evidence.</p>	<p>7.RI.2 Craft and Style</p> <p>A. Determine the purpose of text features (e.g., boldface and italics type; type set in color; underlining; graphics and photographs; and heading and subheadings). B. Explain how an author's word choice, organizational pattern, and language structure convey the author's purpose. C. Explain how an author establishes and conveys a perspective or purpose in an informational text.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 7.RI.2.A – Explicitly identifies text features from 2017 7.6a that can be used to help determine a purpose • 7.RI.2.B – Clarifies 2017 7.6b to analyze how the author's purpose is impacted by word choice, organizational pattern, and language structures • 7.RI.2.C – Added to analyze how an author's purpose and/or beliefs impact the meaning of an informational text 	



The focus for Grade Seven Reading Informational Texts 2 is for students to demonstrate an understanding of the craft and style of an informational text with enhanced rigor.

The 2024 Standards of Learning enhance the standards from 2017's 7.6. For example, 7.RI.2 A specifically identifies a variety of text features in the strand such as boldface and italics type, type set in color, and so on. Also, 7.RI.2 B enhances 7.6b by increasing the rigor. Not only must students identify the author's organizational pattern(s), but they must also analyze and explain how that pattern helps convey the purpose.

Lastly, 7.RI.2.C was added to create an opportunity for students to analyze how an author's purpose and/or beliefs impact the meaning of an informational text.

2017 SOL	2024 SOL
<p>7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>a) Skim materials using text features including type, headings, and graphics to predict and categorize information. b) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. c) Identify the source, viewpoint, and purpose of texts. d) Describe how word choice and language structure convey an author's viewpoint. e) Summarize text identifying supporting details. f) Create an objective summary including main idea and supporting details. g) Organize and synthesize information for use in written and other formats. h) Analyze ideas within and between selections providing textual evidence.</p>	<p>7.RI.3 Integration of Concepts</p> <p>A. Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas. B. Compare and contrast how two or more authors writing about the same topic shape their presentations or viewpoints of key information by emphasizing different facts, opinions, and reasoning.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • .7RI.3.A – Aligns to 2017 7.6 and provides specific types of selections that students can engage in when comparing, contrasting, and analyzing multiple texts • 7.RI.3.B – Combines 2017 7.6d, 7.6e, and 7.6f to emphasize how authors use different facts, opinions, and reasonings to present ideas and viewpoints 	



The focus for Grade Seven Reading Informational Texts 3 is for students to analyze the integration of concepts across a text and between texts. 7.RI.3 emphasizes how multiple text selections can be compared, contrasted, and analyzed.

Again, the 2024 standards provide more specificity. 7.RI.3 A identifies specific types of selections from 2017's 7.6 that students can engage in when describing texts. For example, they can describe ideas within and between selections, including specific sentences, paragraphs, or sections that contribute to the overall development of ideas.

7.RI.3 B combines skills in 2017's 7.6d, 7.6e, and 7.6f to emphasize how authors use different facts, opinions, and reasonings to present ideas and viewpoints.

Foundations for Writing



The Foundations for Writing Strand is new to the 2024 English Standards of Learning. These standards focus on the foundational, transcription skills that students must have in order to effectively and efficiently communicate their ideas through writing. While there are no Foundations for Writing strands in middle school, teachers may reference the Kindergarten through Grade 5 Foundations for Writing Standards as needed.

2017 SOL	2024 SOL
N/A	See Kindergarten through Grade 5 for Foundations for Writing
Revisions: Foundations for Writing begins in Kindergarten and ends in Grade 5.	



Teachers should be familiar with the expectations in the strand that could help differentiate and align instruction according to student needs. Just like the Foundations for Reading Strand, teachers should be aware of where to find this strand to support writing instruction as needed in the classroom. See Kindergarten through grade five for Foundations for Writing standards.

Writing



Now we'll dig deeper into the standards focusing on Writing. This strand has been organized into three categories: Modes and Purposes for Writing, Organization and Composition, and Usage and Mechanics. In 2017, Grammar and Usage were part of the Writing strand, and it has been moved to Language Usage in 2024.

2017 SOL	2024 SOL
<p>7.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.</p> <p>a) Engage in writing as a recursive process. b) Choose intended audience and purpose. c) Use a variety of prewriting strategies to generate and organize ideas. d) Organize writing structure to fit form or topic. e) Establish a central idea incorporating evidence, while maintaining an organized structure and a formal style. f) Compose a thesis statement for persuasive writing that includes a position. g) Clearly state a position and organize reasons and evidence, using credible sources. h) Distinguish between fact and opinion to support a position. i) Write multi-paragraph compositions with elaboration and unity. j) Use transition words and phrases within and between paragraphs. k) Develop and modify the central idea, tone, and voice to fit the audience and purpose. l) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. m) Use clauses and phrases for sentence variety. n) Revise writing for clarity of content including specific vocabulary and information.</p>	<p>7.W The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.</p> <p>7.W.1 Modes and Purposes for Writing</p> <p>A. Write narratives to develop real or imagined experiences or to alter an existing text, using a variety of precise words and phrases and transitional words to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another. C. Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas. Write persuasively supporting a well-defined point of view with appropriate claims, relevant evidence, and clear reasoning that are logically grouped. D. Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 7.W.1.A- Aligns with 2017 7.7d skills • 7.W.1.B- Provides skills aligned to expository writing • 7.W.1.C- Provides skills aligned to persuasive writing • 7.W.1.D – Provides skills aligned to reflective writing 	



The focus for Grade Seven Writing 1 is on the modes and purposes for writing. This section contains strands and skills associated with writing narratives, expository texts, persuasively about topics or texts, and reflectively in response to text(s).

The Grade Seven Writing 1 strand unpacks each type of writing in a separate sub-strand (expository, persuasive, and reflective writing). This revision provides clarity for teachers and students in regard to mode and purpose. The strand also includes the phrase "linked to grade seven content and texts" to encourage integration among reading and writing.

2017 SOL	2024 SOL
<p>7.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.</p> <p>a) Engage in writing as a recursive process. b) Choose intended audience and purpose. c) Use a variety of prewriting strategies to generate and organize ideas. d) Organize writing structure to fit form or topic. e) Establish a central idea incorporating evidence, while maintaining an organized structure and a formal style. f) Compose a thesis statement for persuasive writing that includes a position. g) Clearly state a position and organize reasons and evidence, using credible sources. h) Distinguish between fact and opinion to support a position. i) Write multi-paragraph compositions with elaboration and unity. j) Use transition words and phrases within and between paragraphs. k) Develop and modify the central idea, tone, and voice to fit the audience and purpose. l) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. m) Use clauses and phrases for sentence variety. n) Revise writing for clarity of content including specific vocabulary and information.</p>	<p>7.W.2 Organization and Composition</p> <p>A. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multiparagraph texts. This includes: i. Composing a thesis statement that states a position or explains the purpose. ii. Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic. iii. Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples). iv. Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts. v. Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing. vi. Expanding and embedding ideas to create sentence variety. vii. Providing a concluding statement or section.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 7.W.2.A – Specifies the steps of the writing process from 2017 7.7 • 7.W.2.A.i - Aligns and clarifies 2017 7.7g by expanding on thesis statement purpose • 7.W.2.A ii- Aligns and clarifies 2017 7.7e and 7.7i to fit the form and topic of the piece • 7.W.2.A iii – Aligns and clarifies 2017 7.7g & 7.7h by including how to defend conclusions/positions • 7.W.2.A iv – Aligns and clarifies 2017 7.7j by including how and when to use transition words • 7.W.2.A v – Aligns and clarifies 2017 7.7k and includes how to develop voice and tone • 7.W.2.A vi – Aligns with 2017 7.7l and 7.7m to create sentence variety 	



The focus for Grade 7 Writing 2 is on organization and composition. This section contains the skills that are a part of the recursive writing process, such as planning, drafting, revising, and editing when writing multi-paragraph texts.

The strand explicitly highlights how students generate and organize a piece of writing from the thesis statement (7.W.2.A.i) through the concluding statement (7.W.2.A.vii). The strands add more information about each skill in comparison to the 2017 Standards. For example, 7.W.2 A.i expands on the purpose of a thesis statement (to state a position or explain the purpose of the writing). Similarly, 7.W.2.A iii includes details on how to defend a position with reasons and precise, relevant evidence.

There is more guidance in the 2024 Writing standards. Notice 7.W.2.A iv includes how and when to use transition words and 7.W.2.A v includes how to develop voice and tone. These revisions are helpful for both teachers and students to fully grasp the skills of organization and composition.

Lastly, 7.W.2.vii was added to ensure a concluding statement or section is included in the piece of writing. The wording of this strand is important to note because not every piece of writing necessarily requires a formal "conclusion," but every piece

does require a concluding statement or section.

2017 SOL	2024 SOL
<p>7.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.</p> <p>a) Engage in writing as a recursive process. b) Choose intended audience and purpose. c) Use a variety of prewriting strategies to generate and organize ideas. d) Organize writing structure to fit form or topic. e) Establish a central idea incorporating evidence, while maintaining an organized structure and a formal style. f) Compose a thesis statement for persuasive writing that includes a position. g) Clearly state a position and organize reasons and evidence, using credible sources. h) Distinguish between fact and opinion to support a position. i) Write multi-paragraph compositions with elaboration and unity. j) Use transition words and phrases within and between paragraphs. k) Develop and modify the central idea, tone, and voice to fit the audience and purpose. l) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. m) Use clauses and phrases for sentence variety. n) Revise writing for clarity of content including specific vocabulary and information.</p>	<p>7.W.3 Usage and Mechanics</p> <p>A. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs. B. Self-and peer-edit writing for capitalization, spelling, punctuation, C. sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 7.W.3.A – Aligns with 2017 7.7n • 7.W.3.B – Expands 2017 7.7n to specifically use self- and peer-editing as part of the revision process 	



The focus for Grade Seven Writing 3 is on usage and mechanics. This section contains the skills specifically addressed when revising and editing.

In 2017, Grammar and Usage were a part of the Writing strand, and it has been moved to Language Usage in 2024. However, Usage and Mechanics is still included here for the purpose of revising and editing for clarity. This connection between strands is important because it helps students effectively communicate an intended message and enhances the quality of their writing. With the 2024 Standards of Learning, the writing strands and the language usage strands work together to clarify grade level expectations. For example, 7.W.3.C notes that teachers should see Language Usage for grade level expectations in order to understand the grammar and mechanics students are expected to use in grade seven.

7.W.3.A and B align with 2017's 7.7n with the addition of specifically using self- and peer editing as part of the revision process.

Language Usage



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. They increase in content and rigor across the grade levels.

2017 SOL	2024 SOL
<p>7.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <p>a) Choose appropriate adjectives and adverbs to enhance writing. b) Use pronoun-antecedent agreement to include indefinite pronouns. c) Use subject-verb agreement with intervening phrases and clauses. d) Edit for verb tense consistency and point of view. e) Use quotation marks with dialogue and direct quotations. f) Use correct spelling for commonly used words</p>	<p>7.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</p> <p>7.LU.1 Grammar</p> <p>A. Construct simple, compound, complex, and compound-complex sentences to communicate ideas clearly and add variety to writing. B. Recognize and use pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns, when speaking and writing. C. Use specific adjectives and adverbs to enhance speech and writing. D. Arrange phrases and clauses within a sentence to improve meaning, reader/listener interest, and style in writing. E. Maintain consistent verb tense across paragraphs in writing.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 7.LU.1.A - Aligns with 2017 7.7n to specifically identify types of sentences • 7.LU.1.B – Aligns with 2017 7.8b to specifically identify types of pronouns to ensure pronoun-antecedent agreement • 7.LU.1.C- Aligns with 2017 7.8a to specify how adverbs can modify verbs • 7.LU.1.D - Uses and arranges phrases and clauses to improve writing in various ways and applies appropriate subject-verb agreement • 7.LU.1.E - Aligns with 2017 6.8e to specify the types of confusing verbs to use correctly 	

The focus for Grade Seven Language Usage 1 is on students' use of grammar in both speaking and writing. The 2024 standards provide additional detail to help teachers understand the expectation.

7.LU.1 A specifies types of sentences that should be used to communicate ideas when speaking and writing (simple, compound, and complex).

7.LU.1 B specifies types of pronouns to ensure pronoun-antecedent agreement (indefinite and reflexive)

7.LU.1 C specifies how adverbs can modify verbs in a variety of contexts when speaking and listening (to express manner, place, time, frequency, degree, and level of certainty)

7.LU.1 E provides examples of confusing verbs (lie/lay, sit/set, rise/raise)

2017 SOL	2024 SOL
<p>7.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <p>a) Choose appropriate adjectives and adverbs to enhance writing. b) Use pronoun-antecedent agreement to include indefinite pronouns. c) Use subject-verb agreement with intervening phrases and clauses. d) Edit for verb tense consistency and point of view. e) Use quotation marks with dialogue and direct quotations. f) Use correct spelling for commonly used words.</p>	<p>7.LU.2 Mechanics</p> <p>A. Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing. B. Use and punctuate dialogue and direct quotations appropriately in writing. C. Recognize and consistently spell frequently used words accurately. D. Consult reference materials to check and correct spelling.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 7.LU.2.B – Aligns with 2017 7.8e • 7.LU.2.C – Aligns with 2017 7.8f • 7.LU.2.D – Aligns with 2017 7.8f to include using reference materials to check spelling 	


The focus for Grade Seven Language Usage 2 is the mechanics of writing. The Mechanics standard under Language Usage addresses the technical conventions that students should be able to use when writing.

This standard aligns with 2017's 7.8e and f and also includes using reference materials to check spelling (7.LU.2 D).

Communications and Multimodal Literacies



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 categories: Communication, Listening and Collaboration; Speaking and Presentation of ideas; Integrating Multimodal Literacies; and Examining Media Messages.

2017 SOL	2024 SOL
<p>7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.</p> <p>a) Use a variety of strategies to listen actively and speak using agreed upon discussion rules with awareness of verbal and nonverbal cues. b) Clearly communicate ideas and information orally in an organized and succinct manner. c) Ask probing questions to seek elaboration and clarification of ideas. d) Participate in collaborative discussions with partners building on others' ideas. e) Make statements to communicate agreement or tactful disagreement with others' ideas. f) Use language and style appropriate to audience, topic, and purpose. g) Give formal and informal presentations in a group or individually, providing evidence to support a main idea. h) Work effectively and respectfully within diverse groups. i) Exhibit willingness to make necessary compromises to accomplish a goal. j) Share responsibility for collaborative work.</p>	<p>7.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</p> <p>7.C.1 Communication, Listening, and Collaboration</p> <p>A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes: i. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules. ii. Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work. iii. Asking and responding to probing questions and providing appropriate feedback within structured discussions. iv. Communicating agreement or tactful disagreement with others' ideas using carefully constructed statements. v. paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed. vi. Evaluating the effectiveness of participant interactions and one's own contributions to small group activities.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 7.C.1.A i- Aligns with 2017 7.1a • 7.C.1.A ii- Combines skills in 2017 7.1a, 7.1d, 7.1e, and 7.1h and clarifies student actions with peer collaboration • 7.C.1.A iii- Aligns with 2017 7.1c and includes feedback opportunities • 7.C.1.A iv- Addresses skills identified in 2017 7.1e • 7.C.1.A v- Aligns to and expands 2017 7.1b, 7.1f, and 7.2d to integrate literacies by responding to discussion after reflection • 7.C.1.A vi – Combines skills addressed in 2017 7.1h, 7.1i, and 7.1j 	

Grade Seven Communication 1 focuses on students building skills around communication, listening, and collaboration. This section is on how students facilitate and collaborate with diverse partners through discussions. The strands provide, explicitly, the speaking and listening skills for students to use when participating in these discussions.

Several skills are combined for clarity. For example, 7.C.1 A ii combines skills in 2017's 7.1a, 7.1d, 7.1e, and 7.1h. Combining these skills provides clarity of the expectations for student actions with peer collaboration.

7.C.1.A iii aligns with 2017's 7.1c but includes feedback opportunities for students to provide within structured discussions. Similarly, 7.C.1.A v aligns to and expands 2017's 7.1b, 7.1f, and 7.2d to integrate literacies by responding to discussion after reflection.

2017 SOL	2024 SOL
<p>7.2 The student will create multimodal presentations both individually and in a group that effectively communicate ideas.</p> <p>a) Select, organize, and create content to complement and extend meaning for a selected topic. b) Use effective verbal and nonverbal communication skills to deliver multimodal presentations. c) Use language and vocabulary appropriate to audience, topic, and purpose. d) Paraphrase and summarize a speaker's key ideas.</p>	<p>7.C.2 Speaking and Presentation of Ideas</p> <p>A. Report orally on a topic or text or present an opinion. This includes: i. Clearly communicating information in an organized and succinct manner. ii. Providing evidence to support the main ideas, including pertinent descriptions, facts, details, and examples. iii. Adjusting verbal and nonverbal communication skills appropriate to audience, topic, and purpose to enhance the overall message. iv. Responding to audience questions and comments with relevant evidence, observations, and ideas. v. Referencing source material as appropriate during the presentation.</p> <p>B. Memorize and recite a poem demonstrating inflection and meaningful expression that is appropriate to the tone and voice of the selection.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 7.C.2 A.i - Aligns to skills addressed in 2017 7.1b • 7.C.2 A.ii - Aligns to skills addressed in 2017 7.1g and specifies examples of evidence to support the main idea • 7.C.2 A.iii - Aligns with 2017 7.2b and 7.2c • 7.C.2.A.iv - Added to engage with the audience meaningfully with evidence • 7.C.2.A.v - Expands 2017 7.9d to include cite reference source material during a presentation • 7.C.2.B - Added to include memorizing and reciting poetry using inflection and meaningful expression 	



Grade Seven 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.

7.C.2 A contains skills used to report orally on a topic or text or present an opinion.

7.C.2 A ii aligns with skills addressed in 2017's 7.1b and specifies examples of evidence to support the main idea (pertinent descriptions, facts, details, and examples).

7.C.2 A.iv was added to the 2024 Standards to encourage engagement with the audience. Students are expected to respond to audience questions and comments with relevant evidence, observations, and ideas.

Lastly, 7.C.2.B was added to include memorizing and reciting poetry using inflection and meaningful expression when presenting.

2017 SOL	2024 SOL
<p>7.3 The student will examine the elements of media literacy.</p> <p>a) Identify persuasive/informative techniques used in media. b) Distinguish between fact and opinion, and between evidence and inference. c) Describe how word choice, visual images, and sound convey a viewpoint. d) Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages. e) Craft and publish audience-specific media messages.</p>	<p>7.C.3 Integrating Multimodal Literacies</p> <p>A. Use medial and visual literacy skills to select, organize, and create multimodal content that articulates and enhances the purpose of the presentation using two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language). B. Craft and publish audience-specific media messages that present claims and findings with relevant evidence in a logical sequence.</p> <p>7.C.4 Examining Media Messages</p> <p>A. Explain persuasive/informative techniques used in media to sway the audience (e.g., innuendo, card stacking, bandwagon, and appeal to emotions). B. Analyze media messages for facts, opinions, persuasive messages, word choice, and viewpoint. C. Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages (e.g., authorship, format, content, purpose) on the intended audience.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 7.C.3.A - Aligns to skills identified in 2017 7.2 and clarifies the types of communication modes and multimodal tools that could be used in presentations • 7.C.3 B – Aligns to skills identified in 2017 7.1g and 7.2a • 7.C.4.A - Combines skills identified in 2017 7.3a and 7.3e and specifies persuasive/informative techniques used in media to influence audiences • 7.C.4.B - Aligns with 2017 7.3b and 7.3c to specify how media messages can be analyzed • 7.C.4.C - Addresses the skills identified in 2017 7.3d to clarify techniques used in media messages when comparing and contrasting 	



Grade 7 Communication 3 focuses on students integrating multimodal literacies. Students should apply visual and media literacy to create and deliver multimodal presentations.

7.C.3.A unpacks 2017's 7.2 to specify types of communication modes and multimodal tools (still or moving images, gestures, spoken language, and written language).

Also on this slide is 7.C.4 - Examining Media Messages. Grade 7 Communication 4 focuses on the skills associated with interpreting and explaining the characteristics, information, and impact of media messages on the intended audience.

Combining 2017's 7.3a and 7.3e into one strand (7.C.4.A) increases the rigor and also clarifies the persuasive/informative techniques used in media to influence audiences (innuendo, card stacking, bandwagon, and appeal to emotion).

Research



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Let's finish by looking at the Research Strand. The focus of this strand is conducting research and reading conceptually related texts for a variety of purposes.

The Research strand has been organized into one category: Evaluation and Synthesis of Information.

2017 SOL	2024 SOL
<p>7.9 The student will find, evaluate, and select appropriate resources to create a research product.</p> <p>a) Formulate and revise questions about a research topic. b) Collect, organize, and synthesize information from multiple sources. c) Analyze and evaluate the validity and credibility of resources. d) Quote, summarize, and paraphrase information from primary and secondary sources using proper citations. e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information. f) Demonstrate ethical use of the Internet.</p>	<p>7.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-seven content and texts, solve problems, and support cross-curricular learning.</p> <p>7.R.1 Evaluation and Synthesis of Information</p> <p>A. Formulate questions about a research topic, broadening or narrowing the inquiry as necessary. B. Collect, organize, and synthesize information from multiple sources using various notetaking formats. C. Evaluate and analyze the relevance, validity, and credibility of each source, determining what information to include and exclude. D. Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines. E. Organize and share findings in formal and informal oral written formats. F. Give credit for information quoted or paraphrased, using standard citations (e.g., author, article title and webpage, and publication date). G. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 7.R.1.A- Aligns to 2017 7.9a • 7.R.1.B- Aligns to 2017 7.9b • 7.R.1.C – Aligns to skills addressed in 2017 7.9c and specifies which sources can be analyzed and how • 7.R.1.D- Aligns to 2017 7.9d and 7.9f • 7.R.1.E - Added to integrate reading, writing, communication, and research by sharing findings formally and informally • 7.R.1.F- Aligns to 2017 7.9b and 7.9e and explicitly incorporates traits of standard citations • 7.R.1.G - Aligns to 2017 6.9f and includes ethical and responsible use for artificial intelligence, the internet, and new technologies as they develop 	

Grade Seven Research focuses on students using conceptually related texts when conducting research.

These skills align with 2017's 7.9. An addition to the 2024 Standards of Learning is 7.R.1E, which is added to integrate reading, writing, communication, and research by sharing findings both formally and informally. Also, 7.R.1G, regarding ethical use of the Internet, now includes responsible use of artificial intelligence and new technologies as they develop.

Other revisions to the 2017 Research standard provide clarity to the expectation. For example, 7.R.1C aligns with 7.9e, but specifies which sources can be analyzed and how to determine what to include and exclude.

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.



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 student 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.