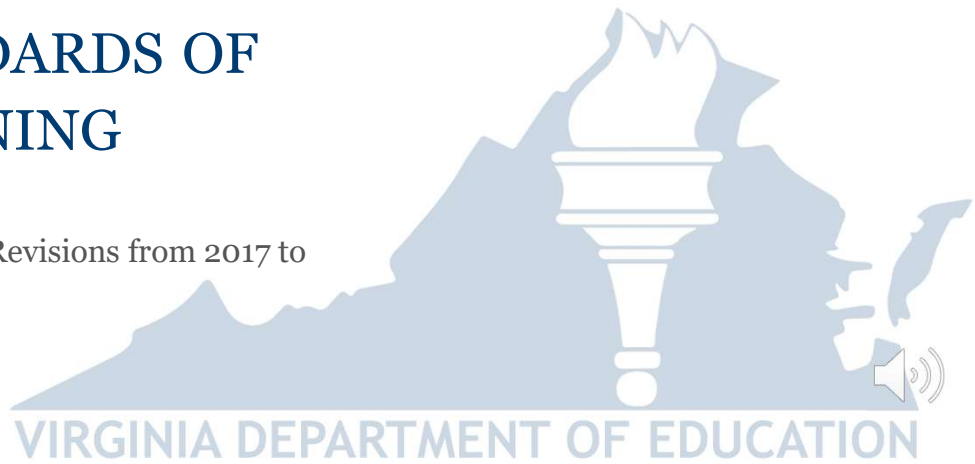


2024 ENGLISH STANDARDS OF LEARNING

Grade 11

Overview of Revisions from 2017 to
2024



1

Welcome to the Grade 11 Overview of Revisions to the English Standards of Learning from 2017 to 2024.

It would be helpful to have a copy of the Grade 11 – Crosswalk (Summary of Revisions) and a copy of the 2024 Grade 11 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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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.

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.



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

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

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

2024 SOL NOTABLE CHANGES

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



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

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

By adding the Developing Skilled 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 Strands	2024 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 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	<ul style="list-style-type: none"> •Print Concepts •Phonological and Phonemic Awareness •Phonics and Word Analysis
Developing Skilled Readers and Building Reading Stamina	<ul style="list-style-type: none"> •Text Complexity •Fluency •Reading Strategies
Reading and Vocabulary	<ul style="list-style-type: none"> •Vocabulary Development and Word Analysis
Reading Literary Text	<ul style="list-style-type: none"> •Key Ideas and Plot Details •Craft and Style •Integration of Concepts
Reading Informational Text	<ul style="list-style-type: none"> •Key Ideas and Confirming Details •Craft and Style •Integration of Concepts
Foundations for Writing	<ul style="list-style-type: none"> •Handwriting •Spelling
Writing	<ul style="list-style-type: none"> •Modes and Purposes for Writing •Organization and Composition •Usage and Mechanics
Language Usage	<ul style="list-style-type: none"> •Grammar •Mechanics
Communication and Multimodal Literacies	<ul style="list-style-type: none"> •Communication, Listening, and Collaboration •Speaking and Presentation of Ideas •Integrating Multimodal Literacies •Examining Media Messages 
Research	<ul style="list-style-type: none"> •Evaluation and Synthesis of Information

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

Some of the strands and sub-strands are specific to a certain grade or grade band. For example, in the Foundations of Reading Strand in Kindergarten, there is a sub-strand for Print Concepts. This sub-strand is 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 11. The strands in the Grade 11 2024 English Standards of Learning have sub-strands. We will review the strands and sub-strands for Grade 11 in this presentation.

HOW TO READ THE 2024 *ENGLISH STANDARDS OF LEARNING*

- Strand
 - Sub Strand
 - Standard
 - Standard
 - Sub Strand
 - Standard
 - Standard
 - Standard
- **11. RI Reading Informational Texts**
 - **11.RI.1 Key Ideas and Confirming Details**
 - A. Interpret and complete an application for employment or college admission, and summarize the intent, main ideas, and purpose of the workplace or technical documents.
 - B. Analyze the hypotheses, data, analysis, and/or conclusions in historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
 - **11.RI.2 Craft and Style**
 - **11.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 11 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.

Grade 11 (2017 SOL to 2024 SOL Numbering)	Parameter Changes/Clarifications (2024 SOL)
<ul style="list-style-type: none"> • 11.1→11.C.1, 11.C.2, 11.C.3 • 11.2→11.C.4 • 11.3→11.RV.1 • 11.4→11.DSR, 11.RL.1, 11.RL.2, 11.RL.3 • 11.5→11.DSR, 11.RI.1, 11.RI.2, 11.RI.3 • 11.6→ 11.W.1, 11.W.2, 11.W.3 • 11.7→ 11.W.3, 11.LU.1, 11.LU.2 • 11.8→ 11.R.1 	<ul style="list-style-type: none"> • 11.DSR.1 - Focuses on how a student will build knowledge and reading comprehension fluently. • 11.DSR.1 B. - Combines 2017 11.4 and 11.5 to demonstrate comprehension when reading both literary and informational texts at the grades 11-12 band. • 11.DSR.1 C. - Aligns to 2017 11.5e and extends skills to reading literary and informational text. Applies comprehension of what is read through discussion and/or writing by providing textual evidence utilizing skills such as supporting claims, making inferences, and drawing conclusions.
Deletions from Grade 11 2017 SOL)	Additions to Grade 11 (2024 SOL)
<ul style="list-style-type: none"> 11.2b 11.4 11.4i 	<ul style="list-style-type: none"> • 11.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently • 11.DSR.1 A. - Addresses specific fluency skills that support reading comprehension, including self-monitoring when reading. • 11.DSR.1 D. - Regularly engages opportunities to read conceptually related texts through various reading experiences. • 11.RV.1.G. - Uses newly learned words and phrases in multiple contexts, including during discussions and speaking and writing activities. • 11.RI.2.B. - Examines how textual elements and organizations patterns contribute to meaning and the author's purpose. • 11.LU.2.A. - Incorporates the correct use of commas, semi-colons, and colons when writing. • 11.LU.2.C. - Spells correctly, using reference materials as needed. • 11.C.1.v. - Accesses, evaluates critically, and uses information accurately to fulfill a task. • 11.C.1.vi. - Uses reflection to evaluate one's own role in the group process in small-group activities. • 11.R.1.A. - Formulates and revises questions about a research topic, broadening or narrowing the inquiry as necessary. • 11.R.1.E. - Creates research products aligned with grade ten expectations of the reading and writing standards.
<p>These standards were removed to broaden the focus of literary texts.</p>	

This is a snapshot of the Grade 11 Crosswalk and Summary of Revisions. There are four quadrants – The 2017 SOL to the 2024 SOL Numbering, The Parameter Changes/Clarifications (2024 SOL), the Deletions from the grade level, and the Additions to the Grade Level.

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

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

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

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


Foundations for Reading



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

2017 SOL	2024 SOL
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. 	



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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



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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>11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. j) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s). k) Compare/contrast literary and informational nonfiction texts.</p> <p>11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. e) Draw conclusions and make inferences on explicit and implied information using textual support. i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).</p>	<p>11.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain 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 lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).</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, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).</p>
<p>Revisions</p> <ul style="list-style-type: none"> • 11.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently. • 11.DSR.1.B. - Combines 2017 11.4 and 11.5 to demonstrate comprehension when reading both literary and informational texts at the grades 11-12 band. • 11.DSR.1.C. - Aligns to 2017 11.5e and extends skills to reading literary and informational texts. Applies comprehension of what is read through discussion and/or writing by providing textual evidence utilizing skills such as supporting claims, making inferences, and drawing conclusions. 	

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

In Grade 11, these standards are met through reading not just a "variety of texts," but a range of challenging, content-rich texts. These skills should be applied when students are reading, writing, collaborating, communicating, and researching.

11.DSR.1.C. extends 2017 11.5e skills to reading literary and informational texts and applies comprehension of what is read through discussion and/or writing by providing textual evidence utilizing skills such as supporting claims, making inferences, and drawing conclusions.

A specific reading emphasis and standards related to reading American literature has been relocated to Reading Literary Text as Developing Skilled Readers and Building Reading Stamina focuses on reading fluently, accurately, and responding through discussion and or writing.

The integration of skills in this strand specifically name how reading, writing, and communication interact in the following standards.

2017 SOL	2024 SOL
<p>11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. j) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s). k) Compare/contrast literary and informational nonfiction texts.</p> <p>11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. e) Draw conclusions and make inferences on explicit and implied information using textual support. i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).</p>	<p>11.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain worthwhile knowledge and vocabulary, and using reading strategies when comprehension breaks down. D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12). E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).</p> <p>*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> 11.DSR.1.E. - Addresses skill identified in 2017 11.4j and 11.5i to use reading strategies effectively when encountering a challenging section of text. Specifies reading strategies that could be used. 	



11 Developing Skilled Readers and Building Reading Stamina emphasizes gathering evidence while building knowledge-base and vocabulary, utilizing reading strategies for comprehension.

This strand addresses skills that were previously in the 11.4 and 11.5 Standards in the 2017 English Standards of Learning. Many of the revisions address skills identified in various sub-strands of the 11.4 and 11.5 standards.

These standards provide clarity to the skill and increase the rigor. For example, 11.DSR.1.E adds specification of the use of reading strategies as an aid when encountering challenging text.

Note that Developing Skilled Readers and Building Reading Stamina standards are applied when students are reading, writing, collaborating, and researching as described in the remaining standards.

Reading and Vocabulary



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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>11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.</p> <p>b) Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>c) Discriminate between connotative and denotative meanings and interpret the connotation.</p> <p>d) Explain the meaning of common idioms.</p> <p>e) Explain the meaning of literary and classical allusions and figurative language in text.</p> <p>f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p>	<p>11.RV The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.</p> <p>11.RV.1 Vocabulary Development and Word Analysis</p> <p>A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>B. Use context and sentence structure to clarify the meanings of words and phrases.</p> <p>C. Use structural analysis of roots, affixes, and etymology to understand the meanings of unfamiliar and complex words.</p> <p>D. Analyze the nuances in the meaning of words with similar denotations (e.g., clever, cunning, brainy).</p> <p>E. Explain and analyze the meaning of idiomatic language in context.</p> <p>F. Explain the meaning of figurative language and literary and classical allusions and analyze their role in texts.</p> <p>G. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p>
<p>Revisions:</p> <p>11.RV.1.- Specifies connection to word knowledge for grade eleven content and texts</p> <p>11.RV.1.A. - Aligns to 2017 11.3f and enhances the integration of academic and content vocabulary when listening, reading, and discussing grade eleven texts and topics.</p> <p>11.RV.1.B. - Aligns to 2017 11.3b.</p> <p>11.RV.1.C. - Aligns to 2017 11.3a and includes etymology to help clarify the meanings of unfamiliar and complex words.</p> <p>11.RV.1.D. - Aligns to 2017 11.3c and includes examples of words with similar denotations.</p> <p>11.RV.1.E. - Aligns to 2017 11.3d.</p> <p>11.RV.1.F. - Aligns to 2017 11.3e to analyze the role of allusions and figurative language in text.</p>	



The focus for Grade 11 Reading and Vocabulary is for students to build vocabulary breadth and depth through engaging in texts and participating in rich conversations.

This strand addresses skills that were previously in the 11.3 Standard in the 2017 English Standards of Learning. Many of the revisions address skills identified in various sub-strands of the 11.3 standard.


Many of the standards in 2024 provide additional clarity to the skill and increase the rigor. For example, 11.RV.1. specifies connection to word knowledge for grade eleven content and texts. 11.RV.1.A. enhances 2017's 11.3f by integrating academic and content vocabulary when listening, reading, and discussing grade eleven texts and topics. 11.RV.1.C. adds the use of etymology to 11.3a to help clarify the meanings of unfamiliar and complex words. 11.RV.1.G. applies newly learned words in various contexts to support the integration of applying what is read in written and oral communications.

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. 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>11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.</p> <p>a) Describe contributions of different cultures to the development of American literature.</p> <p>e) Analyze how context and language structures convey an author's intent and viewpoint.</p> <p>f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.</p> <p>h) Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.</p> <p>i) Analyze the use of dramatic conventions in American literature.</p>	<p>11.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), poetry, and drama, with an emphasis on American literature.</p> <p>11.RL.1 Key Ideas and Plot Details</p> <p>A. Analyze the development of universal themes (e.g., loss of innocence, coming of age, relationship with nature) prevalent in American literature (e.g., short stories, poems, plays, novels, essays, and literary nonfiction) of different eras.</p> <p>B. Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the setting and plot.</p> <p>C. Analyze how characters are revealed through particular lines of dialogue or events.</p> <p>D. Analyze and evaluate how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of the plays from various cultures.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 11.RL.1- Focuses on reading comprehension of various literary texts associated with grade eleven • 11.RL.1.A. - Aligns to 2017 11.4a, 11.4f, and 11.4h. Clarifies various text structures to contribute to the development of plot and setting. • 11.RL.1.B. - Aligns to 2017 11.4e, 11.4f, and 11.4i. Analyzes how characters are revealed through dialogue and actions. • 11.RL.1.D. - Aligns to 2017 11.4i and includes specific dramatic conventions that contribute to the theme and effect of plays from various cultures. 	

The focus for Grade 11 Reading Literary Text is for students to use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), poetry, and drama, with an emphasis on American literature.

11.RL. emphasizes the skills in 11.4 from the 2017 Standards of Learning and adds clarity and rigor. For example, 11.RL.1. emphasizes close reading analysis of sentences, chapters, scenes, and stanzas with a focus on structure and development. This close reading segues into analyzing character development.

11.RL.1.A. adds clarity to 2017 11.4a, 11.4f, and 11.4h by specifying various text structures to contribute to the development of plot and setting; 11.RL.1.B. adds analysis of how characters are revealed through dialogue and actions to 2017 11.4e, 11.4f, and 11.4i; 11.RL.1.D. adds clarity to 2017 11.4i by listing specific dramatic conventions that contribute to the theme and effect of plays from various cultures.

The 2024 English Standards of Learning offer clarity that textual evidence should be used with comprehension and building knowledge, as well as stresses the use of a variety of texts (including world, British, and American) and maintains the emphasis

of American Literature (11.RL) .

2017 SOL	2024 SOL
<p>11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.</p> <p>e) Analyze how context and language structures convey an author's intent and viewpoint.</p> <p>f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.</p> <p>g) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.</p> <p>h) Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.</p> <p>i) Analyze the use of dramatic conventions in American literature.</p>	<p>11.RL.2 Craft and Style</p> <p>A. Interpret and analyze how the sound and imagery of poetry support the subject, mood, form, and theme and appeal to the reader's senses.</p> <p>B. Evaluate how authors use specific word choices, syntax, tone, and voice to convey the author's intent and viewpoint.</p> <p>C. Critique how author's use key literary devices (e.g., imagery, personification, symbolism) to contribute to the meaning of a text, including its character development, theme, conflict, and archetypes.</p> <p>D. Analyze the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 11.RL.2.A. - Aligns to 2017 11.4g. • 11.RL.2.B. - Combines 2017 11.4e and 11.4h. • 11.RL.2.C. - Aligns to 11.4f and specifies examples of key literary devices that can contribute to the meaning of the text in various ways. • 11.RL.2.D. - Aligns to 11.4i. Incorporates how the use of satire, irony, sarcasm, and understatement can impact what is implied or stated in a text. 	



The focus for 11 Reading Literary Text 2 is to incorporate the analysis of author's craft and style during reading. This analysis encourages students to have meaningful interactions with a text as they determine why the author made specific choices in constructing a piece and how those choices advance the writer's purpose.

11.RL.2. aligns to 2017 11.4 combining many of the sub-standards and adding specific examples to create increased clarity. For instance, 11.RL.2.C. adds specific examples of key literary devices that can contribute to the meaning of the text in various ways to the former 11.4f; 11.RL.2.D. adds clarity to 11.4i by incorporating how the use of satire, irony, sarcasm, and understatement can impact what is implied or stated in a text.

The 2024 English Standards of Learning offer clarity that emphasizes author's craft and style when analyzing sound, imagery, word choice, and literary devices.

2017 SOL	2024 SOL
<p>11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.</p> <p>a) Describe contributions of different cultures to the development of American literature.</p> <p>b) Compare and contrast the development of American literature in its historical context.</p> <p>c) Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.</p> <p>d) Interpret the social or cultural function of American literature.</p> <p>f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.</p> <p>k) Compare/contrast literary and informational nonfiction texts.</p>	<p>11.RL.3 Integration of Concepts</p> <p>A. Explain the influence of the historical and cultural context on form, style, and point of view of texts that represent diverse voices and perspectives.</p> <p>B. Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama.</p> <p>C. Analyze how authors' attitudes, viewpoints, and beliefs reflect larger historical, social, or cultural contexts.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 11.RL.3.- Provides explicit skills students will engage in when describing and analyzing elements of stories, poetry, or drama when engaging with multiple texts. • 11.RL.3.A. - Aligns to 2017 11.4a, 11.4b, 11.4c, , and 11.4d. Specifies how the form, style, and point of view can impact historical and cultural contexts of a text that represents diverse voices and perspectives. • 11.RL.3.B. - Aligns to 2017 11.4f and 11.4k. Compares themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama. • 11.RL.3.C. - Combines skills identified in 2017 11.4b and 11.4d. 	

The focus for 11 Reading Literary Text 3 is Integration of Concepts, which incorporates deep thinking between related texts and provides explicit skills students will engage in when describing and analyzing elements of stories, poetry, or drama when engaging with multiple texts.

This strand addresses skills that were previously in the 11.4 Standard in the 2017 English Standards of Learning. Many of the revisions address skills identified in various sub-strands of the 11.4 standard.

Many of the standards in 2024 provide additional clarity to the skill and increase the rigor. For example, 11.RL.3.A. aligns to 2017 11.4a, 11.4b, 11.4c, and 11.4d and specifies how the form, style, and point of view can impact historical and cultural contexts of a text that represents diverse voices and perspectives. 11.RL.3.B. aligns to 2017 11.4f and 11.4k and compares themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama.

The 2024 English Standards of Learning adds an emphasis on form and style as it relates to historical and cultural influences, as well as an increase in rigor to add

synthesis of prior content to understand themes, patterns of events, and characters.

Reading Informational Text



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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>11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.</p> <p>a) Apply information from texts to clarify understanding of concepts. b) Read and correctly interpret an application for employment, workplace documents, or an application for college admission. c) Analyze technical writing for clarity. d) Paraphrase and synthesize ideas within and between texts. f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions. g) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing. h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.</p>	<p>11.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.</p> <p>11.RI.1 Key Ideas and Confirming Details A. Interpret and complete an application for employment or college admission, and summarize the intent, main ideas, and purpose of the workplace or technical documents. B. Analyze the hypotheses, data, analysis, and/or conclusions in historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information. C. Evaluate the relevance and quality of an author's premises, claims, counterclaims, and evidence by corroborating or challenging them with other information.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 11.RI.1.- Focuses on reading comprehension of complex information texts associated with grade eleven • 11.RI.1.A. - Aligns to 2017 11.5b and clarifies textual structures to consider when explaining how authors organize an analysis or series of ideas or events. • 11.RI.1.B. - Aligns to 2017 11.5a, 11.5c, and 11.5f. Specifies the use of historical, scientific, and technical texts when comparing the characteristics of information found in them. • 11.RI.1.C. - Aligns to 2017 11.5g. 	



The focus for Grade 11 Reading Informational Text is for students to use textual evidence to demonstrate comprehension and build knowledge from grade level complex informational texts. Students will use academic and "real-world" documents to demonstrate comprehension, evaluate effective structure that advances an author's purpose, and analyze the elements of an argument for relevancy.

This strand addresses skills that were previously in the 11.5 Standard in the 2017 English Standards of Learning. Many of the revisions address skills identified in various sub-strands of the 11.5 standard.

The 2024 English Standards of Learning encourage critical interactions with the text and increases rigor to evaluating relevance and quality among source material. For example, 11.RI.1., Key Ideas and Confirming Details, focuses on reading comprehension of complex informational texts associated with grade eleven, specifically focusing on life skills, such as completing employment or college applications. 11.RI.1.A. adds clarity to 2017 11.5b of textual structures to consider when explaining how authors organize an analysis or series of ideas or events. 11.RI.1.B. specifies the use of historical, scientific, and technical texts when comparing the characteristics of information found in them.

2017 SOL	2024 SOL
<p>11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.</p> <p>a) Apply information from texts to clarify understanding of concepts.</p> <p>d) Paraphrase and synthesize ideas within and between texts.</p> <p>e) Draw conclusions and make inferences on explicit and implied information using textual support.</p> <p>h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.</p>	<p>11.RI.2 Craft and Style</p> <p>A. Examine how textual elements and organizational patterns contribute to meaning and the author’s purpose.</p> <p>B. Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts.</p> <p>C. Recognize and analyze the author’s purpose and impact of ambiguity, contradiction, paradox, oxymoron, irony, sarcasm, overstatement, and understatement in informational texts.</p>
<p>Revisions:</p> <p>11.RI.2.- Focuses on the author’s informational craft and style by enhancing the rigor</p> <p>11.RI.2.B. - Aligns to 2017 11.5a, 11.5d. and 11.5e. Specifies examples of key terms that can be analyzed and interpreted to clarify concepts in a variety of informational texts.</p> <p>11.RI.2.C. - Aligns to 2017 11.5h and specifies literary techniques to analyze for their impact in informational texts.</p>	

The revisions provided in 11 Standards of Learning Reading Informational Text 2 offer clarity on how students can consider how the specific choices made by an author(s) contribute to the overall meaning of a text by focusing on the author's craft and style.

This strand addresses skills that were previously in the 11.5 Standard in the 2017 English Standards of Learning. Many of the revisions address skills identified in various sub-strands of the 11.5 standard.

Many of the standards in 2024 provide additional clarity to the skill and increase the rigor. For instance, 11.RI.2.B. specifies examples of key terms that can be analyzed and interpreted to clarify concepts in a variety of informational texts, aligning to 2017 11.5a, 11.5d. and 11.5e. 11.RI.2.C. adds specification to 2017 11.5h, providing literary techniques to analyze for their impact on informational texts.

2017 SOL	2024 SOL
<p>11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.</p> <p>d) Paraphrase and synthesize ideas within and between texts.</p> <p>f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.</p>	<p>11.RI.3 Integration of Concepts</p> <p>A. Analyze information within and between paired passages for similar and conflicting ideas and how authors reach similar or different conclusions.</p> <p>B. Compare and contrast informational and technical texts for intent, content, and clarity.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> · 11.RI.3. - Showcases how multiple texts and viewpoints can be compared and evaluated. · 11.RI.3.A. - Aligns to 2017 11.5d and 11.5f. Clarifies using multiple texts on the same topic to specifically determine how authors reach similar or different conclusions. · 11.RI.3.B. - Aligns to 2017 11.5d and 11.5f. Compares and contrasts informational and technical texts for intent, content, and clarity. 	

11 Reading Informational Text 3, Integration of Concepts, provides clarity for 2017's 11.5 Standards of Learning by focusing on the analysis of information through the use of paired passages, comparing and contrasting information, and evaluating the relevance and quality of evidence to emphasize the value of multiple viewpoints and perspectives as well as the importance of critical analysis of source material and ideas.

Many of the 2024 Standards of Learning add clarity and increase the rigor. For example, the changes to 11.RI.3.A. clarify 2017 11.5d and 11.5f by adding the use of multiple texts on the same topic to specifically determine how authors reach similar or different conclusions. 11.RI.3.B. aligns to 2017 11.5d and 11.5f and compares and contrasts informational and technical texts for intent, content, and clarity.


Foundations for Writing



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The Foundations for Writing Strand is new to the 2024 English Standards of Learning. These standards focus on the foundational, transcription skills that students must have in order to effectively and efficiently communicate their ideas through writing. While there are no Foundations for Writing strands in high 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



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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



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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>11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.</p> <p>a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.</p> <p>b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.</p> <p>c) Organize claims, counterclaims, and evidence in a sustained and logical sequence.</p> <p>d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.</p> <p>e) Use words, phrases, clauses, and varied syntax to create a cohesive argument.</p>	<p>11.W. The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and texts with an emphasis on argumentative and analytical writing.</p> <p>11.W.1 Modes and Purposes for Writing</p> <p>A. Write extended pieces that:</p> <p>i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.</p> <p>ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.</p> <p>iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.</p> <p>iv. Provide a concluding section that follows from the information or explanation presented.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 11.W.1. - Focuses on argumentative and analytical writing as part of a recursive writing process (aligns with 2017 11.6a). • 11.W.1.A.i. - Aligns to 2017 11.6b and includes more structure regarding how to introduce a topic when writing. • 11.W.1.A.ii. - Aligns to 2017 11.6c. • 11.W.1.A.iii. - Aligns to 2017 11.6a, 11.6b, 11.6d, and 11.6e. Clarifies that a topic should be developed through a sustained use of details from a variety of sources that are appropriate to the audience's knowledge. • 11.W.1.A.iv.- Aligns to 2017 11.6b and clarifies providing a concluding section that follows the information presented. 	

The focus for Grade 11 Writing is on writing in a variety of forms for diverse audiences and purposes linked to grade eleven content and texts, with an emphasis on argumentative and analytical writing as part of the recursive writing process.

This strand addresses skills that were previously in the 11.6 Standard in the 2017 English Standards of Learning. Many of the revisions address skills identified in various sub-strands of the 11.6 standard.

Many of the standards in 2024 provide additional clarity to the skill and increase the rigor. For example,

11.W.1.A. emphasizes writing extended pieces with clarity, structure, and logical line of reasoning that appropriately concludes the content addressed. 11.W.1.A.i. includes more structure regarding how to introduce a topic when writing, aligning to 2017 11.6b. 11.W.1.A.iii. adds clarity that a topic should be developed through a sustained use of details from a variety of sources that are appropriate to the audience's knowledge, aligning to 2017 11.6a, 11.6b, 11.6d, and 11.6e. 11.W.1.A.iv. clarifies providing a concluding section that follows the information presented, aligning to 2017 11.6b.

2017 SOL	2024 SOL
<p>11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.</p> <p>c) Organize claims, counterclaims, and evidence in a sustained and logical sequence. d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.</p> <p>10.6 The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis.</p> <p>g) Clearly state and defend a position using reasons and sufficient evidence from credible sources as support. i) Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.</p>	<p>11.W. The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.</p> <p>B. Write analyses that:</p> <p>i. Develop a thesis that demonstrates knowledgeable judgments. ii. Interpret and investigate evidence from various sources and texts to draw reasonable conclusions that support the writer's position or assertion. iii. Examine and evaluate processes and/or problems to propose solutions. iv. Organize claims, counterclaims, and evidence in a sustained and logical sequence that explains how the credible evidence supports well-defined points of view</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 11.W.1.B. - Organizes the analysis writing strands together (i.-iv.). • 11.W.1.B.i. - Aligns to 2017 10.6g. This strand was moved into grade 11 based on the focus on analysis writing, which was formerly the focus for grade 10. • 11.W.1.B.ii. - Aligns to 2017 10.6i. This strand was moved into grade 11 based on the focus on analysis writing, which was formerly the focus for grade 10. • 11.W.1.B.iii. - Aligns to 2017 11.6c and 11.6d. • 11.W.1.B.iv. -Aligns to 2017 11.6c. 	



The focus for 11 Writing 1 B is on writing analyses that develop a thesis and interprets and investigates evidence from multiple sources prior to forming a conclusion to support the position. This substandard contains the skills for writing an analysis. As such, the student will demonstrate a problem/solution approach through examination and evaluation of processes, and organize claims, evidence, and counterclaims through logical sequencing.

11.W.1.B.i. and 11.W.1.B.ii. align to 2017 10.6g and 10.6i; these strands were moved into grade 11 based on the focus on analysis writing, which was formerly the focus for grade 10.

This approach to logical sequencing and order emphasizes a developed line of reasoning that is carried through the piece and can be applied to other modes of writing.

2017 SOL	2024 SOL
<p>11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.</p> <p>f) Blend multiple forms of writing including embedding narratives to produce effective essays.</p> <p>h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.</p>	<p>11.W. The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.</p> <p>C. Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.</p> <p>D. Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>
<p>Revisions:</p> <ul style="list-style-type: none"> · 11.W.1.C. - Aligns to 2017 11.6h and clarifies and expands on specific writing and language expectations that are appropriate for the workplace and/or post-secondary education. · 11.W.1.D. - Aligns to 11.6f. Develops flexibility in writing by producing shorter and longer pieces that adapt by audience and purpose when blending multiple forms of writing together. Provides a list of shorter and longer writing options. 	

The focus for 11 Writing is for students to write in a variety of forms for diverse audiences and purposes linked to grade eleven content with an emphasis on argumentative and analytical writing.

Many of the revisions address skills identified in various sub-strands of the 11.6 standard and provide additional clarity to the skill, with an increase to rigor.

For example, 11.W.1.C. adds clarity to 2017 11.6h and expands on specific writing and language expectations that are appropriate for the workplace and/or post-secondary education. 11.W.1.D. adds clarity to 11.6f and develops flexibility in writing by producing shorter and longer pieces that adapt by audience and purpose when blending multiple forms of writing together; 11.W.1.D. also provides a list of shorter and longer writing options.

2017 SOL	2024 SOL
<p>11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.</p> <p>a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.</p> <p>b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.</p> <p>c) Organize claims, counterclaims, and evidence in a sustained and logical sequence.</p> <p>d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.</p> <p>e) Use words, phrases, clauses, and varied syntax to create a cohesive argument.</p>	<p>11.W.2 Organization and Composition</p> <p>A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:</p> <p>i. Composing a thesis statement that clearly communicates the writer's position or assertion.</p> <p>ii. Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.</p> <p>iii. Effectively contextualizing evidence from sources with proper introduction and thorough explanation.</p> <p>iv. Applying varied transitions and sentence structures to connect ideas within and across paragraphs.</p> <p>v. Elaborating ideas clearly through purposeful and precise word choice.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 11.W.2.-Organizes the strands together that impact the recursive writing process of planning, drafting, revising, and editing. • 11.W.2.A.i.-Aligns to 2017 11.6a and 11.6b. • 11.W.2.A.ii.- Aligns to 2017 11.6c. • 11.W.2.A.iii. - Aligns to 2017 11.6d and 11.6e. • 11.W.2.A.iv. - Aligns to 2017 11.6e. • 11.W.2.A.v. -Aligns to 2017 11.6d. 	



The focus for 11 Writing is for students to write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing. 11 Writing 2 defines the components of Organization and Composition.

With an emphasis on the recursive writing process, 11.W.2.A focuses on planning, organizing, and composing writing with clear claims, counterclaims, evidence, and sequence to form unity, proper use of evidence, transitions, sentence structure, and elaboration of ideas that are formed with both purpose and audience in mind. The 11.W.2. strands help to focus the generation and organization of writing while also aligning and clarifying components of the 11.6 2017 Standards of Learning.

2017 SOL	2024 SOL
<p>11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.</p> <p>g) Revise writing for clarity of content, accuracy and depth of information.</p> <p>h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.</p> <p>11.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p>	<p>11.W.3 Usage and Mechanics</p> <p>A. Revise writing for clarity of content, accuracy, and depth of information.</p> <p>B. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.</p> <p>C. Edit reporting for appropriate conventions, style, and language (See Language Usage for grade level expectations).</p> <p>D. Write and revise to a standard acceptable both in the workplace and in post-secondary education.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 11.W.3.- Focuses on the grade level expectations for usage and mechanics • 11.W.3.A. - Aligns to 11.6g. • 11.W.3.B. - Aligns to 2017 11.7. Specifically uses self- and peer-editing as part of the revision process and includes specific components students should include as part of their feedback to support editing and revising. • 11.W.3.C. - Aligns to 2017 11.7. • 11.W.3.D. - Aligns to 11.6h. 	



The focus for 11 Writing 3 is usage and mechanics in writing, combining skills from 11.6 and 11.7 to hone in on revision for clarity, accuracy, and depth at the grade eleven level.

11.W.3.B. adds clarity to 2017's 11.7, emphasizing the use of self- and peer-editing as part of the revision process and provides the specific components students should include when editing and revising their own work, as well as in their feedback to peers. Grade Level expectations for editing are outlined in the following strand, 11 Language Usage. 11.W.3. emphasizes the importance of revision, self and peer-editing for writing, accuracy, and depth of knowledge, reinforcing the recursive writing process of 11.W.2.

11.W.3.C. references the Language Usage Strand. The Writing strand works collaboratively with the Language Usage Strand (formerly part of the writing strand), which is new to the 2024 English Standards of Learning. The Language Usage Strand includes the grade level expectations for grammar and usage when applied to both writing and speaking.

Language Usage



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The Language Usage Strand is new to the 2024 English Standards of Learning. These standards house the grade level expectations for grammar and usage when applied to speaking and writing. These standards grow in content and rigor across the grade levels. This strand was formerly a part of the Writing strand.

2017 SOL	2024 SOL
<p>11.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <p>a) Use complex sentence structure to infuse sentence variety in writing.</p> <p>b) Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.</p> <p>c) Distinguish between active and passive voice.</p>	<p>11.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</p> <p>11.LU.1 Grammar</p> <p>A. Use verbal phrases to achieve sentence conciseness and variety in speaking and writing.</p> <p>B. Use complex sentence structure to infuse sentence variety in writing.</p> <p>C. Differentiate and apply active and passive voice to convey a desired effect in speaking and writing.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> · 11.LU.1.- Contains the grammar expectations for grade eleven · 11.LU.1.A. - Aligns to 2017 11.7b and clarifies the purpose of using verbal phrases when speaking and writing. · 11.LU.1.B. - Aligns to 2017 11.7a. · 11.LU.1.C. - Aligns to 11.7c and clarifies the purpose of using active and passive voice when speaking and writing. 	



The focus for Grade 11 Language Usage is the use of conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate. This strand contains the grammar and mechanics expectations for grade eleven.

This strand addresses skills that were previously in the 11.7 Standard in the 2017 English Standards of Learning. Many of the revisions address skills identified in various sub-strands of the 11.7 standard.

Many of the standards in 2024 provide additional clarity to the skill and increase the rigor. For example, 11.LU.1. contains the grammar expectations; 11.LU.1.A. clarifies former 2017 11.7b by including the purpose of using verbal phrases when speaking and writing, and 11.LU.1.C. clarifies the purpose of using active and passive voice when speaking and writing, aligning to 11.7c.

2017 SOL	2024 SOL
<p>11.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <p>a) Use complex sentence structure to infuse sentence variety in writing.</p> <p>b) Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.</p> <p>c) Distinguish between active and passive voice.</p> <p>11.8 d Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).</p>	<p>11.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</p> <p>11.LU.2 Mechanics</p> <p>A. Use commas, semi-colons, and colons correctly in complex sentences in writing.</p> <p>B. Write and edit work so that it conforms to the guidelines in style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).</p> <p>C. Spell correctly, consulting reference materials to check as needed.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> · 11.LU.2.- Contains the mechanics expectations for grade eleven · 11.LU.2.A. Aligns to 2017 11.7a and clarifies the roles for using a colon when writing. · 11.LU.2.B. - Aligns to 2017 11.8d and uses a style manual to apply rules for punctuation and formatting of direct quotes. 	



11 Language Usage 2 emphasizes the mechanical conventions of writing.

This strand addresses skills that were previously in the 11.7 and 11.8 Standard in the 2017 English Standards of Learning. Many of the revisions address skills identified in various sub-strands.

Many of the standards in 2024 provide additional clarity to the skill and increase the rigor. For example, 11.LU.2.A. clarifies 2017 11.7a by adding the roles for using a colon when writing.

11.LU.2.B. aligns to 2017 11.8d and adds the use of a style manual to apply rules for punctuation and formatting of direct quotes.

Communications and Multimodal Literacies



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We'll now dig deeper into the Communication and Multimodal Literacies Strand. The Communication and Multimodal Literacies strand is now organized into four categories: Communication, Listening, and Collaboration; Speaking and Presentation of Ideas; Integrating Multimodal Literacies; and Examining Media Messages.

2017 SOL	2024 SOL
<p>11.1 The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.</p> <p>c) Demonstrate the ability to work collaboratively with diverse teams.</p> <p>e) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</p>	<p>11.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</p> <p>11.C.1 Communication, Listening, and Collaboration A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes: i. Applying a variety of strategies to listen actively and speak purposefully and respectfully. ii. Demonstrating the ability to work effectively by coming to a consensus, exercising flexibility, making necessary compromises, and presenting alternate views.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 11.C.1. - Provides the specific skills needed for collaborative discussions of grade eleven topics and texts. • 11.C.1.A.i. - Aligns to 2017 11.1e. • 11.C.1.A.ii. - Aligns to 2017 11.1c and provides additional clarification around how to work effectively with others. 	



Grade 11 Communication and Multimodal Literacies emphasizes the development of effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

This strand addresses skills that were previously in the 11.1 and 11.2 Standards in the 2017 English Standards of Learning. Many of the revisions address skills identified in various sub-strands of the 11.1 and 11.2 standard.

Many of the standards in 2024 provide additional clarity to the skill and increase the rigor. For example,

11.C.1., Communication, Listening, and Collaboration, focuses on skills needed for respectful, collaborative discussion of grade level content, such as facilitation and contribution to discussions through the use of actively listening strategies and purposeful speaking. Students will learn to work as effective team members through flexibility, compromise, and consensus. 11.C.1. provides the specific skills needed for collaborative discussions of grade eleven topics and texts, and 11.C.1.A.ii. adds additional clarification around how to work effectively with others to 2017 11.1c.

2017 SOL	2024 SOL
<p>11.1 The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.</p> <p>d) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.</p>	<p>11.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</p> <p>11.C.1 Communication, Listening, and Collaboration</p> <p>A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:</p> <p>iii. Responding thoughtfully and tactfully with evidence to diverse perspectives.</p> <p>iv. Summarizing points of agreement and disagreement.</p> <p>v. Assessing, evaluating critically, and using information accurately to fulfill the task.</p> <p>vi. Using reflection to evaluate one's own role in the group process in small-group activities.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> · 11.C.1.A.iii.- Aligns to 2017 11.1d. · 11.C.1.A.iv.- Aligns to 2017 11.1d. 	



11 Communication and Multimodal Literacies emphasizes the skills students should develop in grade eleven to contribute effectively and respectfully in a group setting.

This strand specifically addresses skills that were previously in 2017 11.1; the 2024 Standards of Learning add clarity and rigor. For example, 11.C.1.A.iii. and 11.C.1.A.v. align to 11.1d and focus on the use of an evaluative process during interactions and will culminate in reflection of one’s own role within the group. Through this process students will learn to be thoughtful and tactful while simultaneously summarizing points of agreement and concession.

The new standards emphasize a delineation of the skills from what was formerly outlined in the 2017 Standards.

2017 SOL	2024 SOL
<p>11.1 The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.</p> <p>a) Select and effectively use multimodal tools to design and develop presentation content.</p> <p>e) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. .</p> <p>h) Use vocabulary appropriate to the topic, audience, and purpose.</p>	<p>11.C.2 Speaking and Presentation of Ideas</p> <p>A. Report orally on a topic or text or present an opinion. This includes:</p> <p>i. Selecting the modes and purposes for presentations and synthesizing multiple streams of information.</p> <p>ii. Choosing diction and tone appropriate to the topic, audience, and purpose.</p> <p>iii. Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> · 11.C.2. - Explicitly states expectations to incorporate formal and informal presentations and discussions · 11.C.2.A.i. - Aligns to 2017 11.1a. · 11.C.2.A.ii. - Aligns to 2017 11.1h. · 11.C.2.A.iii. - Aligns to 2017 11.1e. 	



11 Communication 2 focuses on students building skills around speaking and presenting ideas, explicitly stating expectations to incorporate formal and informal presentations and discussions.

The emphasis of 11.C.2. is on the development of skills needed to report orally, to include selecting the appropriate mode and purpose for audience to determine diction and tone. Students will employ listening and speaking strategies, and rhetorical techniques as appropriate to the message. Alternate perspectives and claims will be addressed, and content will be evaluated for organization and effectiveness.

2017 SOL	2024 SOL
<p>11.1 The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.</p> <p>f) Anticipate and address alternative or opposing perspectives and counterclaims. g) Evaluate the various techniques used to construct arguments in multimodal presentations. h) Use vocabulary appropriate to the topic, audience, and purpose. i) Evaluate effectiveness of multimodal presentations.</p>	<p>11.C.2 Speaking and Presentation of Ideas</p> <p>A. Report orally on a topic or text or present an opinion. This includes: iv. Utilizing rhetorical techniques (e.g., ethos, pathos, and logos), repetition, and figurative language to deliver a message. v. Anticipating and addressing alternative or opposing perspectives and counterclaims using counter arguments and rebuttals, as appropriate. vi. Evaluating the content and effectiveness of presentations; including the introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion.</p> <p>B. Memorize and accurately recite a speech with intonation, meaningful expression, and emotion that conveys the intended mood (e.g., inspiration, motivation, conviction).</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 11.C.2.A.iv. - Aligns to 2017 11.1h and specifies examples of rhetorical devices to incorporate, as well as repetition and figurative language when delivering a message. • 11.C.2.A.v. - Aligns to 2017 11.1f and incorporates use of counter arguments and rebuttals as appropriate when anticipating counterclaims or opposing perspectives. • 11.C.2.A.vi. - Aligns to 2017 11.1g and 11.1i. Clarifies ways to evaluate the effectiveness of presentations, including addressing the strengths/ weaknesses in evidence and reasoning. 	



11 Communication 2 focuses on students building skills around formal and informal speaking engagements.

Many of the revisions address skills identified in various sub-strands of 2017's 11.1 standard. Many of the standards in 2024 provide additional clarity to the skill and increase the rigor. For example, 11.C.2., Speaking and Presentation of Ideas, adds clarity to 2017 11.1 and increases the rigor by adding specific examples of rhetorical devices, incorporating counterarguments, and explaining proper evaluation of the effectiveness of presentation, all of which enhance the depth to former standards.

11.C.2.A.iv. adds specific examples of rhetorical devices to incorporate, as well as repetition and figurative language when delivering a message, aligning to the former 2017 11.1h; 11.C.2.A.v. incorporates use of counter arguments and rebuttals as appropriate when anticipating counterclaims or opposing perspectives, to the former 2017 11.1f, and 11.C.2.A.vi. clarifies 2017 11.1g and 11.1i by adding ways to evaluate the effectiveness of presentations, including addressing the strengths/weaknesses in evidence and reasoning.

2017 SOL	2024 SOL
<p>11.1 The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.</p> <p>g) Evaluate the various techniques used to construct arguments in multimodal presentations.</p>	<p>11.C.3 Integrating Multimodal Literacies</p> <p>A. Create, publish, and deliver multimodal presentations and pieces aimed at a variety of audiences and with different purposes, incorporating spoken or written components.</p> <p>B. Demonstrate understanding of multimodal literacy by identifying and evaluating elements such as authorship, format, audience, content, and purpose.</p> <p>C. Monitor, organize, analyze, and synthesize multiple streams of simultaneous information to create a summary or formulate a position.</p> <p>D. Ethically, purposefully, and strategically incorporate multimodal tools including the Internet and varying technology.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 11.C.3.- Includes multimodal literacy skills needed for presentations and pieces • 11.C.3.A. - Aligns to 2017 11.1 and includes creating, publishing, and delivering multimodal presentations and pieces that incorporate written and spoken components. • 11.C.3.B. - Aligns to 2017 11.1g and clarifies and specifies the multimodal literacy elements that can be included in an analysis. 	



11 Communication 3, Integrating Multimodal Literacies, highlights skills needed for presentations and pieces.

This strand addresses skills that were previously in the 11.1 Standard in the 2017 English Standards of Learning, adding clarity to the skill and increasing the rigor. For example, 11.C.3.A. aligns to 2017 11.1 and adds creating, publishing, and delivering multimodal presentations and pieces that incorporate written and spoken components. 11.C.3.B. clarifies 2017 11.1g and specifies the multimodal literacy elements that can be included in an analysis.

2017 SOL	2024 SOL
<p>11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.</p> <p>b) Create media messages with a specific point of view.</p> <p>f) Manage, analyze, and synthesize multiple streams of simultaneous information.</p> <p>g) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.</p>	<p>11.C.3 Integrating Multimodal Literacies</p> <p>A. Create, publish, and deliver multimodal presentations and pieces aimed at a variety of audiences and with different purposes, incorporating spoken or written components.</p> <p>B. Demonstrate understanding of multimodal literacy by identifying and evaluating elements such as authorship, format, audience, content, and purpose.</p> <p>C. Monitor, organize, analyze, and synthesize multiple streams of simultaneous information to create a summary or formulate a position.</p> <p>D. Ethically, purposefully, and strategically incorporate multimodal tools including the Internet and varying technology.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> · 11.C.3.C. - Aligns to 2017 11.2f and specifies the purpose of incorporating multiple streams of simultaneous information. · 11.C.3.D. - Aligns to 2017 11.2b and 11.2g and incorporates ethical, purposeful, and strategic use of multimodal tools. 	



11 Communication 3 focuses on Integrating Multimodal Literacies, highlighting skills needed for presentations and pieces, with 11.C.3.C adding specificity of purpose and incorporating multiple, simultaneous streams of information through a synthesis process. 11.C.3.C. addresses skills that were previously in the 11.2 Standard in the 2017 English Standards of Learning. Revisions address skills identified in various sub-strands of the 11.2 standard, adding both clarity and rigor.

For example, 11.C.3.C. aligns to 2017 11.2f and specifies the purpose of incorporating multiple streams of simultaneous information. 11.C.3.D. combines former standards 11.2b and 11.2g and incorporates ethical, purposeful, and strategic use of multimodal tools.

2017 SOL	2024 SOL
<p>11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.</p> <p>a) Describe possible cause and effect relationships between mass media coverage and public opinion trends.</p> <p>b) Create media messages with a specific point of view.</p> <p>c) Evaluate media sources for relationships between intent and content.</p> <p>d) Analyze the impact of selected media formats on meaning.</p> <p>e) Determine the author’s purpose and intended effect on the audience for media messages.</p>	<p>11.C.4 Examining Media Messages</p> <p>A. Analyze the sources and viewpoint(s) of publications including advertisements, editorials, blogs, and websites.</p> <p>B. Analyze and critique how media reach the targeted audience for specific purposes.</p> <p>C. Analyze, compare, and contrast visual and verbal media messages for content (e.g., word choice and choice of information), intent (e.g., persuasive techniques), impact (e.g., public opinion trends), and effectiveness (e.g., effect on the audience).</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 11.C.4. - Clarifies how to examine, describe, analyze, and evaluate media messages • 11.C.4.A. - Aligns to 2017 11.2c and 11.2b. Specifies examples of print and digital publications that can be used when analyzing the viewpoint of publications. • 11.C.4.B. - Aligns to skills addressed in 2017 11.2d and 11.2e, • 11.C.4.C. - Aligns to 2017 11.2a, 11.2c, 11.2d, and 11.2e. Clarifies ways to analyze, compare, and contrast the content, intent, impact and effectiveness of verbal and visual media messages impact the audience. 	

11 Communication 4, Examining Media Messages, analyzes sources and viewpoints of publications, critiques media reach and target for purpose, and analyzes visual and verbal media messages for content, intent, and effectiveness.

11.C.4. addresses skills that were previously in the 11.2 standard in the 2017 English Standards of Learning. Revisions address skills identified in various sub-strands of 11.2. For instance, 11.C.4. clarifies how to examine, describe, analyze, and evaluate media messages; 11.C.4.A. aligns to 2017 11.2c and 11.2b and specifies examples of print and digital publications that can be used when analyzing the viewpoint of publications. 11.C.4.C. combines 2017 11.2a, 11.2c, 11.2d, and 11.2e, and clarifies ways to analyze, compare and contrast the content, intent, impact and effectiveness of verbal and visual media messages on the audience.

These changes to the 2024 Standards of Learning were made to not only increase clarity, but also rigor.

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>11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.</p> <p>a) Critically evaluate quality, accuracy, and validity of information.</p> <p>b) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.</p> <p>c) Synthesize relevant information from primary and secondary sources and present it in a logical sequence.</p>	<p>11.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest.</p> <p>11.R.1 Evaluation and Synthesis of Information</p> <p>A. Formulate and revise questions about a research topic broadening or narrowing the inquiry as necessary.</p> <p>B. Gather and organize information from various sources.</p> <p>C. Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations. That includes identifying their main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.</p> <p>D. Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> · 11.R.1.- Focuses student research to use conceptually related texts when conducting research prompted by student interest · 11.R.1.B. - Aligns to 11.8a, 11.8b, and 11.8c. · 11.R.1.C. Aligns to 2017 11.8c. Specifies objectively evaluating primary and secondary sources while researching. Provides guidance on how to evaluate these sources. · 11.R.1.D. - Aligns to 2017 11.8b. 	



Grade 11 Research focuses on students conducting research and reading a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest.

This strand addresses skills that were previously in the 11.8 Standard in the 2017 English Standards of Learning. Many of the revisions address skills identified in various sub-strands of the 11.8 standard.

Many of the standards in 2024 provide additional clarity to the skill and increase the rigor. For example, 11.R.1. focuses on Evaluation and Synthesis of Information by focusing student research to use conceptually related texts when conducting research prompted by student interest; 11.R.1.C. aligns to 2017 11.8c and specifies objectively evaluating primary and secondary sources while researching. It also provides guidance on how to evaluate the sources.

2017 SOL	2024 SOL
<p>11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.</p> <p>d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).</p> <p>e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p> <p>f) Demonstrate ethical use of the Internet.</p>	<p>11.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest.</p> <p>11.R.1 Evaluation and Synthesis of Information</p> <p>E. Create research products aligned with the demands of the reading and writing standards.</p> <p>F. Cite primary and secondary sources for quoted and paraphrased ideas using a standard method of documentation such as the Modern Language Association (MLA) or American Psychological Association (APA).</p> <p>G. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p> <p>H. Demonstrate ethical and responsible use of all sources including the Internet and new technologies as they develop.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 11.R.1.F. - Aligns to 2017 11.8d and clarifies citing primary and secondary sources appropriately for quoted and paraphrased ideas. • 11.R.1.G. - Aligns to 2017 11.8e. • 11.R.1.H. - Aligns to 2017 11.8f. Includes ethical use of all sources, including the Internet, Artificial Intelligence, and new technologies as they develop. 	

11 Research focuses on students conducting research and reading a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest.

11.R.1.F. aligns to 2017 11.8d and clarifies citing primary and secondary sources appropriately for quoted and paraphrased ideas. 11.R.1.H. expands 2017 11.8f to incorporate ethical use of all sources, including the Internet, Artificial Intelligence, and new technologies as they develop.

The 2024 Standards of Learning are organized to provide more explicit, precise guidelines for the content.

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 student is equipped access to educational experiences that prepare them for their postsecondary opportunities.

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

Questions?

Reach out to the VDOE
English Team

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