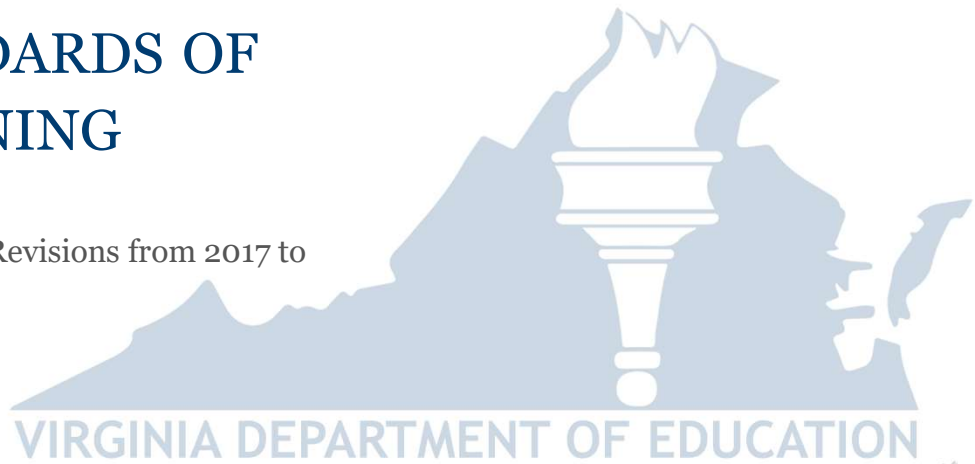


2024 ENGLISH STANDARDS OF LEARNING

Grade 9

Overview of Revisions from 2017 to
2024



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Welcome to the Grade 9 Overview of Revisions to the English Standards of Learning from 2017 to 2024.

It would be helpful to have a copy of the Grade 9 – Crosswalk (Summary of Revisions) and a copy of the 2024 Grade 9 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.

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

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

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

2024 SOL NOTABLE CHANGES

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

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

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

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 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 in 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 9. The strands in the Grade 9 2024 English Standards of Learning have sub-strands. We will review the strands and sub-strands for Grade 9 in this presentation.

HOW TO READ THE 2024 *ENGLISH STANDARDS OF LEARNING*

- Strand

- Sub Strand

- Standard
- Standard

- Sub Strand

- Standard
- Standard
- Standard

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

-9.RI.1 Key Ideas and Confirming Details

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

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

- **9.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 grade 9 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 9 (2017 SOL to 2024 SOL Numbering)</p> <ul style="list-style-type: none"> • 9.1—>9.C.1, 9.C.2, 9.C.3 • 9.2—>9.C.4 • 9.3—>9.RV.1 • 9.4—>9.DSR, 9.RL.1, 9.RL.2, 9.RL.3 • 9.5—>9.DSR, 9.RI.1, 9.RI.2, 9.RI.3 • 9.6—> 9.W.1, 9.W.2, 9.W.3 • 9.7—> 9.W.3, 9.LU.1, 9.LU.2 • 9.8—> 9.R.1 	<p>Parameter Changes/Clarifications (2024 SOL)</p> <ul style="list-style-type: none"> • 9.DSR.1. Focuses on how a student will build knowledge and reading comprehension fluently. • 9.DSR.1 A. - Combines skill identified in 2017 9.4j and 9.5m with new content additions in 2024 (see the "Additions to Grade 9" section). • 9.DSR.1 B. - Combines 2017 9.4 and 9.5 to demonstrate comprehension when reading both literary and informational texts at the grades 9-10 band.
<p>Deletions from Grade 9 (2017 SOL)</p> <ul style="list-style-type: none"> • 9.1b - Credit information sources. [Incorporated into 9.R.1.F.] • 9.2i – Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages. [Incorporated into 9.R.1.H.] 	<p>Additions to Grade 9 (2024 SOL)</p> <ul style="list-style-type: none"> • 9.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently • 9.DSR.1 D. -Engages regularly opportunities to read conceptually related texts through various reading experiences. • 9.RL.1.D. - Identifies and describes how dramatic conventions contribute to the theme and effect of plays from various cultures. • 9.RV.1.G - Use newly learned words and phrases when speaking and writing and during discussions.

This is a snapshot of the Grade 9 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)- 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. 	



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 14, 11	2024 SOL
<p>9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.</p> <ul style="list-style-type: none"> • a) Identify the characteristics that distinguish literary forms. • c) Interpret how themes are connected across texts. • j) Make inferences and draw conclusions using references from the text(s) for support. • k) Compare/contrast details in literary and informational nonfiction texts. • l) Use reading strategies to monitor comprehension throughout the reading process. <p>9.5 The student will read and analyze a variety of nonfiction texts.</p> <ul style="list-style-type: none"> b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. • j) Differentiate between fact and opinion and evaluate their impact. • l) Use the reading strategies to monitor comprehension throughout the reading process. 	<p>9.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain worthwhile knowledge and vocabulary, and using reading strategies when comprehension breaks down.</p> <ul style="list-style-type: none"> A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12). B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12). C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
<p>Revisions:</p> <ul style="list-style-type: none"> • 9.DSR.1 A. - Combines skill identified in 2017 9.4j and 9.5m with new content additions in 2024 (see the "Additions to Grade 9" section). • 9.DSR.1 B. - Combines 2017 9.4 and 9.5 to demonstrate comprehension when reading both literary and informational texts at the grades 9-10 band. • 9.DSR.1 C. - Combines 2017 9.4j, 9.5b, and 9.7g to apply 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 shift from the previous standards to the new 9.DSR standards marks a significant evolution in reading instruction. While the old standards focused on basic comprehension across various text types, the new standards emphasize deeper engagement with challenging, content-rich materials.

In 9.DSR.A, students are expected to read fluently and gather evidence accurately from complex texts—a departure from the previous emphasis solely on comprehension. Standard 9.DSR.B showcases proficiency in comprehending and responding logically to questions, indicating a higher level of critical analysis.

2017 SOL	2024 SOL
<p>9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.</p> <ul style="list-style-type: none"> • a) Identify the characteristics that distinguish literary forms. • c) Interpret how themes are connected across texts. • j) Make inferences and draw conclusions using references from the text(s) for support. • k) Compare/contrast details in literary and informational nonfiction texts. • l) Use reading strategies to monitor comprehension throughout the reading process. <p>9.5 The student will read and analyze a variety of nonfiction texts.</p> <ul style="list-style-type: none"> b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. • j) Differentiate between fact and opinion and evaluate their impact. • l) Use the reading strategies to monitor comprehension throughout the reading process. 	<p>9.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain worthwhile knowledge and vocabulary, and using reading strategies when comprehension breaks down.</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"> • 9.DSR.1 D. -Engages regularly opportunities to read conceptually related texts through various reading experiences. • 9.DSR.1 E. - Addresses skill identified in 2017 9.4l and 9.5l to use reading strategies effectively when encountering a challenging section of text. Specifies reading strategies that could be used. 	



One significant shift is evident in 9.DSR, where the focus now lies on students regularly engaging with a series of conceptually related texts to build knowledge and vocabulary. Here, standard 9.DSR.D emphasizes the importance of this reading practice, fostering a deeper understanding of various topics across complexity levels.

Standard 9.DSR.E underscores the use of effective reading strategies to navigate challenging sections of text, ensuring students comprehend complex concepts with ease. So, keep an eye on standards 9.DSR.D for the reading routine and 9.DSR.E for strategic reading strategies.

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>9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <ul style="list-style-type: none"> • a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words. • b) Use context, structure, and connotations to determine meanings of words and phrases. • c) Discriminate between connotative and denotative meanings and interpret the connotation. • d) Identify the meaning of common idioms. • e) Explain the meaning of literary and classical allusions and figurative language in text. • f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. 	<p>9.RV The student will systematically build vocabulary and word knowledge based on grade nine content and texts.</p> <p>9.RV.1 Vocabulary Development and Word Analysis</p> <ul style="list-style-type: none"> A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics. B. Use context and sentence structure to clarify the literal and figurative meanings of words and phrases. C. Use structural analysis of roots, affixes, and etymology to explain the meanings of unfamiliar and complex words. D. Discriminate between the connotative and denotative meanings and interpret the connotation(s). E. Identify and explain the meaning of common idioms in context. F. Explain the meaning of literary and classical allusions and figurative language in context and analyze their roles in texts. G. Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.
<p>Revisions:</p> <ul style="list-style-type: none"> • 9.RV.1 A. - Expands 2017 9.3f to enhance the integration of academic and content vocabulary when listening, reading, and discussing grade nine texts and topics. • 9.RV.1 B. - Combines skills addressed in 2017 9.3b and 9.3e. • 9.RV.1 C.- Aligns with the skills identified in 2017 9.3a. • 9.RV.1 D. - Aligns with skills addressed in 2017 9.3c. • 9.RV.1 E. - Aligns with the skills addressed in 2017 9.3d. • 9.RV.1 F. Aligns with the skills addressed in 2017 9.3e to clarify how literary and classical allusions function in a text. • 9.RV.1.G- Use newly learned words and phrases when speaking and writing and during discussions. 	



The new 9.RV standards reflect a shift in vocabulary development and word analysis. While the 2017 standards focused on applying knowledge of word origins and figurative language, the new standards emphasize a more systematic approach to building vocabulary based on grade-level content and texts.

Under the 2017 standards, students primarily engaged in dissecting word origins and meanings within texts. However, the new 9.RV standards, such as 9.RV.1.B, encourage students to utilize context and sentence structure to discern both literal and figurative meanings—a broader and more practical application of vocabulary skills. 9.RV.1.F is more in depth by adding analytical language.

9.RV.1.G underscores contextual usage in expanding vocabulary so students develop a deeper understanding of language nuances and usage.

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>9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.</p> <ul style="list-style-type: none"> • a) Identify the characteristics that distinguish literary forms. • b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. • d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion. • e) Analyze the cultural or social function of a literary text. • f) Explain the relationship between the author's style and literary effect. • g) Explain the influence of historical context on the form, style, and point of view of a written work. • h) Compare and contrast authors' use of literary elements within a variety of genres. • i) Analyze how the author's specific word choices and syntax impact the author's purpose. 	<p>9.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama.</p> <p>9.RL.1 Key Ideas and Plot Details</p> <ul style="list-style-type: none"> A. Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes. B. Examine and analyze the characteristics that distinguish literary forms (e.g., fiction, nonfiction, poetry, prose, novel, drama, essay, speech) and analyze how the differing structure of each literary form contributes to its meaning and style. C. Differentiate between character types in literary texts (e.g., dynamic/round character, static/flat character, and stereotype) and their impact on the theme. D. Identify and describe how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures.
<p>Revisions:</p> <ul style="list-style-type: none"> • 9.RL.1 A.- Combines skills identified in 2017 9.4b and 9.4c and analyzes how themes are developed in texts through plot details. • 9.RL.1 B. - Aligns with skills identified in 2017 9.4a and specifies the literary forms that could be used when analyzing and comparing one form's characteristics to another. • 9.RL.1 C. Aligns with skills identified in 2017 9.4b and increases the rigor to differentiate the actions of different character types and how they influence the theme. • 9.RL.1.D. - Identifies and describes how dramatic conventions contribute to the theme and effect of plays from various cultures. 	

The 2024 standards, particularly 9.RL.1, advocate for a more critical exploration of themes across texts.

Standards like 9.RL.1.B underscore the importance of understanding how a text's structure contributes to its meaning and style. Exploring character types and dramatic conventions, as seen in 9.RL.1.C and 9.RL.1.D, expands students' literary toolkits, enabling them to analyze diverse techniques across genres and cultures.

2017 SOL	2024 SOL
<p>9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.</p> <ul style="list-style-type: none"> • b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. • d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion. • e) Analyze the cultural or social function of a literary text. • f) Explain the relationship between the author's style and literary effect. • g) Explain the influence of historical context on the form, style, and point of view of a written work. • h) Compare and contrast authors' use of literary elements within a variety of genres. • i) Analyze how the author's specific word choices and syntax impact the author's purpose. 	<p>9.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama.</p> <p>9.RL.2 Craft and Style</p> <ul style="list-style-type: none"> A. Analyze the use of rhyme, rhythm, sound, imagery, and other literary devices in poetry to convey a message and elicit a reader's emotions. B. Explain how an author's specific word choices, syntax, tone, and voice shape the meaning of the text. C. Explain the point of view and distinguish between what is implied or intended because of the use of hyperbole, irony, sarcasm, and understatement.
<p>Revisions:</p> <ul style="list-style-type: none"> • 9.RL.2 A. - Aligns with 2017 9.4d and 9.4f and increases the rigor to analyze the use of literary devices in poetry and its impact on the reader. • 9.RL.2 B. - Aligns with 2017 9.4f, 9.4i, and 9.4k and specifies ways the author creates meaning to include word choices, syntax, tone, and voice • 9.RL.2 C. - Aligns with the skills identified in 9.4f, 9.4i, and 9.4j. Specifies how the use of hyperbole, irony, sarcasm, and understatement can impact what is implied or intended in a text. 	



The focus for 9 Reading Literary Text 2 is to incorporate the analysis of author's craft and style during reading analysis.

- 9.RL.2 A - The new standard emphasizes a focused analysis of literary devices within poetry, a departure from the broader scope of previous standards.
- 9.RL.2 B - While still aligning with previous standards, this standard now includes an expanded analysis that encompasses syntax, tone, and voice, providing a deeper understanding of authorial choices.
- 9.RL.2 C - This standard builds upon previous ones by now incorporating analysis of various literary devices, such as hyperbole, irony, sarcasm, and understatement, enhancing students' critical thinking skills and interpretation abilities.

2017 SOL	2024 SOL
<p>9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.</p> <ul style="list-style-type: none"> • b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. • d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion. • e) Analyze the cultural or social function of a literary text. • f) Explain the relationship between the author's style and literary effect. • g) Explain the influence of historical context on the form, style, and point of view of a written work. • h) Compare and contrast authors' use of literary elements within a variety of genres. • i) Analyze how the author's specific word choices and syntax impact the author's purpose. 	<p>9.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama.</p> <p>9.RL.3 Integration of Concepts</p> <p>A. Describe how the historical or social function of a text depends on its context (e.g., cultural, situational, historical, geographical).</p> <p>B. Explain the relationships between and among particular literary elements of a story or play, including how the setting shapes the plot and characters.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 9.RL.3 A. - Aligns with skills identified in 2017 9.4e and 9.4g and specifies the contexts students in which students will describe the historical and social function of a text. • 9.RL.3 B. - Aligns with skills identified in 2017 9.4h and integrates how different literary elements of a story or play create the plot and characters. 	

The focus for 9 Reading Literary Text 3 is Integration of Concepts, which incorporates deep thinking between related texts.

- 9.RL.3.A. - The new standard broadens students' understanding by requiring them to describe how a text's historical or social function depends on various contextual factors, including cultural, situational, historical, and geographical elements.
- 9.RL.3.B. - While still addressing relationships between literary elements as in previous standards, this standard now emphasizes a deeper analysis of how the setting specifically shapes both plot and characters within a story or play, enhancing students' comprehension and critical thinking skills.

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>9.5 The student will read and analyze a variety of nonfiction texts.</p> <ul style="list-style-type: none"> • a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts. • c) Analyze the author’s qualifications, viewpoint, and impact. • d) Recognize an author’s intended purpose for writing and identify the main idea. • e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts. • f) Identify characteristics of expository, technical, and persuasive texts. • g) Identify a position/argument to be confirmed, disproved, or modified. • h) Evaluate clarity and accuracy of information. 	<p>9.RI. The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.</p> <p>9.RI.1 Key Ideas and Confirming Details</p> <p>A. Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author’s intended purpose for writing.</p> <p>B. Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in historical, scientific, or technical texts.</p> <p>C. Distinguish among, facts, reasoned judgments, and/or speculation in texts to determine where a position/argument is to be confirmed, disproved, or modified.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 9.RI.1.A. - Aligns with skills identified in 2017 9.5d, 9.5e, and 9.5k and clarified how to analyze the development of main ideas in texts. • 9.RI.1.B. - Aligns with skills identified in 2017 9.5a, 9.5d, 9.5f, 9.5j, and 9.5k. Specifies the types of visuals that can be used in informational, historical, scientific, or technical texts to explain the purpose. • 9.RI.1.C.- Aligns with skills identified in 2017 9.5g, 9.5h, and 9.5i. 	

Transitioning from the 2017 standards to the 2024 standards emphasizes a deeper understanding and critical analysis of nonfiction texts. While the 2017 standards focused on text features and author qualifications, the 2024 standards, particularly 9.RI.1, delve into the development of main ideas and the interpretation of data.

Under the 2017 standards, students learned to identify an author's purpose and main idea, while also summarizing and evaluating information. However, the 2024 standards expand upon these skills by guiding students to analyze how main ideas evolve throughout texts and how data is used to support arguments, as seen in 9.RI.1.A and 9.RI.1.B.

Standards like 9.RI.1.C prompt students to distinguish between facts, reasoned judgments, and speculation, empowering them to critically evaluate the validity of information and identify where arguments can be confirmed, disproved, or modified.

2017 SOL	2024 SOL
<p>9.5 The student will read and analyze a variety of nonfiction texts.</p> <ul style="list-style-type: none"> • a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts. • c) Analyze the author's qualifications, viewpoint, and impact. • d) Recognize an author's intended purpose for writing and identify the main idea. • e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts. • f) Identify characteristics of expository, technical, and persuasive texts. • g) Identify a position/argument to be confirmed, disproved, or modified. • h) Evaluate clarity and accuracy of information. 	<p>9.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.</p> <p>9.RI.2 Craft and Style</p> <p>A. Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure.</p> <p>B. Analyze an author's word choice and use of rhetorical devices to persuade or convince an audience.</p> <p>C. Analyze how authors use rhetorical devices to create ethos, logos, and pathos and impact the reader.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 9.RI.2 A. - Aligns with skills identified in 2017 9.5 a and 9.5f. Increases the rigor of comparing characteristics of expository, technical, and persuasive texts. • 9.RI.2.B. - Analyzes an author's word choice and use of rhetorical devices to persuade an audience • 9.RI.2.C. - Analyzes how authors use rhetorical devices to create ethos, logos, and pathos 	



The 2024 standards have a deeper exploration of nonfiction texts, particularly in terms of analyzing craft and style. While the 2017 standards emphasized understanding text features and author qualifications, the 2024 standards, particularly 9.RI.2, focus on dissecting the nuances of persuasive writing.

Under the 2017 standards, students learned to identify text features and the author's purpose, along with summarizing and evaluating information. However, the 2024 standards expand upon these skills by guiding students to compare different types of nonfiction texts, as seen in 9.RI.2.A, and analyze the author's word choice and use of rhetorical devices to persuade the audience, as demonstrated in 9.RI.2.B.

Standards like 9.RI.2.C prompt students to analyze how authors employ rhetorical devices such as ethos, logos, and pathos to influence readers, further enhancing their critical reading and analytical abilities, moving language out of the 2017 curriculum framework and into the actual standards.

2017 SOL	2024 SOL
<p>9.5 The student will read and analyze a variety of nonfiction texts.</p> <ul style="list-style-type: none"> • a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts. • c) Analyze the author's qualifications, viewpoint, and impact. • d) Recognize an author's intended purpose for writing and identify the main idea. • e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts. • f) Identify characteristics of expository, technical, and persuasive texts. • g) Identify a position/argument to be confirmed, disproved, or modified. • h) Evaluate clarity and accuracy of information. 	<p>9.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.</p> <p>9.RI.3 Integration of Concepts</p> <p>A. Compare the perspectives and viewpoints of two or more authors regarding their treatment of the same or similar topics, including the details they include and emphasize in their respective accounts as well as the impact of each author's qualifications.</p> <p>B. Evaluate the clarity and accuracy of information found in informational texts, corroborating or challenging conclusions with other sources of information.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 9.RI.3 A. - Aligns with skills identified in 2017 9.5c, 9.5i, and 9.5k. • 9.RI.3 B- Aligns with skills identified in 2017 9.5d and 9.5h. 	



The 2024 standards have a shift towards a deeper integration of concepts within nonfiction texts. While the 2017 standards focused on understanding text features and author qualifications, the 2024 standards, particularly 9.RI.3, emphasize comparing perspectives and evaluating the clarity and accuracy of information.

Under the 2017 standards, students learned to analyze text features, identify the author's purpose, and evaluate the clarity and accuracy of information. However, the 2024 standards expand upon these skills by guiding students to compare the perspectives and viewpoints of multiple authors on the same topic, as demonstrated in 9.RI.3.A.

Furthermore, standard 9.RI.3.B prompts students to critically evaluate the information presented in nonfiction texts by corroborating or challenging conclusions with other sources, enhancing their ability to discern reliable information.

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 five for the Foundations for Writing standards.
Revisions: <ul style="list-style-type: none"> • Foundations for Writing begins in grade K 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

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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>9.6 The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.</p> <ul style="list-style-type: none"> • a) Engage in writing as a recursive process. • b) Plan, organize, and write for a variety of audiences and purposes. • c) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style. • d) Blend multiple forms of writing including embedding a narrative to produce effective essays. • e) Communicate clearly the purpose of the writing using a thesis statement. • f) Compose a thesis for persuasive writing that advocates a position. • g) Clearly state and defend a position using reasons and evidence from credible sources as support. • h) Identify counterclaims and provide counter - arguments. • i) Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position. • j) Use textual evidence to compare and contrast multiple texts. • k) Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas. • l) Revise writing for clarity of content, accuracy, and depth of information. 	<p>9.W The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.</p> <p>9.W.1 Modes and Purposes for Writing</p> <p>A. Write extended pieces that:</p> <ol style="list-style-type: none"> i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows. ii. Adopt an organizational structure that clarifies relationships among ideas and concepts. iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge. iv. Provide a concluding section that follows from the information or explanation presented. <p>B. Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.</p> <p>C. Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 9.W.1.A.i - Aligns with 2017 9.6c and 9.6d. • 9.W.1.A.ii.- Aligns with 2017 9.6b and 9.6k. • 9.W.1.A.iii. - Aligns with 2017 9.6i and 9.6j. Highlights specifics ways to develop a topic when using multiple sources • 9.W.1.A.iv. - Aligns to 9.6k. • 9.W.1.B. - Writes reflective responses to readings when comparing two or more texts with evidence • 9.W.1 C. Aligns with skills identified in 9.6b and 9.6e. Specifies the different writing experiences student will engage in for various audiences and purposes. 	

Under the previous 2017 standards in 9.6, students engaged in various forms of writing, such as expository, persuasive, reflective, and analytic.

In contrast, the 2024 standards, notably 9.W.1.A.i, emphasize specific modes and purposes for writing. Students are now expected to introduce topics clearly by providing context, presenting well-defined theses, and previewing what follows. Additionally, the standards under 9.W.1.A.ii prompt students to adopt organizational structures that clarify relationships among ideas and concepts. The inclusion of 9.W.1.A.iii expects students to develop topics through sustained use of significant and relevant facts, details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge. Moreover, 9.W.1.A.iv encourages students to provide concluding sections that follow logically from the information or explanation presented.

The 2024 standards emphasize reflective writing in response to readings, as outlined in 9.W.1.B, where students compare two or more texts with details, examples, and other textual evidence to support an idea or position.

Additionally, the standards address writing flexibility, as seen in 9.W.1.C, where

students are expected to routinely produce shorter and longer pieces for a range of tasks, purposes, and audiences. This approach ensures that writing instruction aligns closely with grade nine reading content and texts.

2017 SOL	2024 SOL
<p>9.6 The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.</p> <ul style="list-style-type: none"> • a) Engage in writing as a recursive process. • b) Plan, organize, and write for a variety of audiences and purposes. • c) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style. • d) Blend multiple forms of writing including embedding a narrative to produce effective essays. • e) Communicate clearly the purpose of the writing using a thesis statement. • f) Compose a thesis for persuasive writing that advocates a position. • g) Clearly state and defend a position using reasons and evidence from credible sources as support. • h) Identify counterclaims and provide counter - arguments. • i) Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position. • j) Use textual evidence to compare and contrast multiple texts. • k) Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas. • l) Revise writing for clarity of content, accuracy, and depth of information. 	<p>9.W The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.</p> <p>9.W.2 Organization and Composition</p> <p>A. Plan and organize writing to address specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:</p> <ol style="list-style-type: none"> i. Composing a thesis statement that clearly communicates the writer's position or assertion. ii. Establishing, supporting, and maintaining a central idea with evidence throughout a piece of writing, organizing ideas in a logical sequence to exhibit unity. iii. Using transitions, precise vocabulary, and sentence variety to create a cohesive structure that shows the relationship between arguments, evidence, and ideas. iv. Using background knowledge to expand ideas and add depth, utilizing reference materials when necessary. v. Identifying and addressing counterarguments and providing a rebuttal where appropriate.
<p>Revisions:</p> <ul style="list-style-type: none"> • 9.W.2.A.i. - Aligns with 2017 9.6c and 9.e, 9.6f, and 9.6g. • 9.W.2.A.ii. - Aligns with 2017 9.6c and 9.6i. • 9.W.2.A. iii. - Aligns with 2017 9.6 k and 9.7e. • 9.W.2.A.iv. - Aligns with 2017 9.8d. • 9.W.2.A.v.- Aligns with 9.6h. 	

The 2024 standards, specifically 9.W.2, emphasize organization and composition in writing. The new standards require students to plan and organize writing to address specific audiences and purposes using the writing process, as outlined in 9.W.2.A. This includes composing a thesis statement (referenced in 9.W.2.A.i), establishing, supporting, and maintaining a central idea with evidence throughout a piece of writing (notably mentioned in 9.W.2.A.ii), and using transitions, precise vocabulary, and sentence variety to create a cohesive structure (highlighted in 9.W.2.A.iii).

The 2024 standards under 9.W.2.A.iv expect students to use background knowledge to expand ideas and add depth, utilizing reference materials when necessary. Additionally, students are prompted to identify and address counterarguments and provide a rebuttal where appropriate, as specified in 9.W.2.A.v.

2017 SOL	2024 SOL
<p>9.6 The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.</p> <ul style="list-style-type: none"> • a) Engage in writing as a recursive process. • b) Plan, organize, and write for a variety of audiences and purposes. • c) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style. • d) Blend multiple forms of writing including embedding a narrative to produce effective essays. • e) Communicate clearly the purpose of the writing using a thesis statement. • f) Compose a thesis for persuasive writing that advocates a position. • g) Clearly state and defend a position using reasons and evidence from credible sources as support. • h) Identify counterclaims and provide counter - arguments. • i) Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position. • j) Use textual evidence to compare and contrast multiple texts. • k) Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas. • l) Revise writing for clarity of content, accuracy, and depth of information. 	<p>9.W The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.</p> <p>9.W.3 Usage and Mechanics</p> <ul style="list-style-type: none"> A. Revise writing for clarity of content, accuracy, and adequate elaboration. B. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved. C. Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
<p>Revisions:</p> <ul style="list-style-type: none"> • 9.W.3 A. - Aligns to 2017 9.6l. • 9.W.3 B. - Aligns to skills identified in 9.6l and clarifies revision to include 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. • 9.W.3.C- Aligns to 2017 9.7 	



The 2024 standards, particularly under 9.W.3, emphasize usage and mechanics in writing. Students are now required to revise writing for clarity of content, accuracy, and adequate elaboration, as outlined in 9.W.3.A. Additionally, the new standards encourage the use of peer- and self-evaluation to edit writing for clarity and quality of information (9.W.3.B).

Furthermore, under 9.W.3.C, students are prompted to edit writing for appropriate conventions, style, and language, aligning with grade-level, more specific expectations as outlined in the Language Usage standards.

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>9.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <ul style="list-style-type: none"> • a) Use parallel structure across sentences and paragraphs. • b) Use appositives, main clauses, and subordinate clauses. • c) Use commas and semicolons to distinguish and divide main and subordinate clauses. • d) Distinguish between active and passive voice. • e) Use a variety of sentence structures to infuse sentence variety in writing. 	<p>9.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</p> <p>9.LU.1 Grammar</p> <ul style="list-style-type: none"> A. Use parallel structure across sentences and paragraphs to link and compare/contrast ideas in writing and speaking. B. Craft and apply a variety of sentence structures to infuse sentence variety in writing. C. Use and apply the active and passive voice as appropriate when speaking and writing. D. Use appositives and main and subordinate clauses to convey and clarify a message when speaking and writing. E. Maintain consistent verb tense when speaking and writing. <p>9.LU.2 Mechanics</p> <ul style="list-style-type: none"> A. Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing. B. Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA) to apply rules for citing sources. C. Spell correctly, consulting reference materials to check as needed.
<p>Revisions:</p> <ul style="list-style-type: none"> • 9.LU - Shifts the focus from solely self- and peer-editing for specific writing elements to a broader emphasis on using the conventions of Standard English in speaking and writing, recognizing the distinction between formal and informal contexts. • 9.LU.1 A. - Aligns to skills in 2017 9.7a and extends using parallel structure from writing to speaking and writing. • 9.LU.1 B. - Aligns to skills identified in 2017 9.7e. • 9.LU.1 C. - Aligns to skills identified in 2017 9.7d. • 9.LU.1 D. - Aligns to skills identified in 2017 9.7b and clarifies the use of appositives and main and subordinate clauses. • 9.LU.1 E. - Aligns to skill identified in 2017 9.7e and extends to writing and speaking. • 9.LU.2 A. Aligns to 2017 9.7c and clarifies how to use commas and semicolons with main and subordinate clauses. • 9.LU.2 B. - Aligns to skills identified in 2017 9.8d to use a style manual to apply rules for punctuation and citations of direct quotes -9.LU.2.C - Aligns to 2017 9.7 	

The focus for Grade 9 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 nine.

We've refined our focus on grammar and mechanics to ensure students develop strong writing skills.

First, in 9.LU.1 Grammar:

- We've transitioned from emphasizing the use of appositives, main clauses, and subordinate clauses (2017 9.7b) to focusing on using appositives and main and subordinate clauses to convey and clarify messages in writing (9.LU.1.D).
- Additionally, while 2017's standard covered using commas and semicolons to distinguish and divide main and subordinate clauses (9.7c), our updated standard expands on this by emphasizing using commas and semicolons for linking closely related independent clauses (9.LU.2.A).
- We've also updated our approach to voice usage. Previously, we focused on distinguishing between active and passive voice (9.7d). Now, we teach students to use and apply the active and passive voice appropriately in speaking and writing (9.LU.1.C).

- Lastly, maintaining consistent verb tense was covered in the 2017 standard (9.7e), and this remains a focus in our 2024 curriculum (9.LU.1.E).

Moving on to 9.LU.2 Mechanics:

- We continue to emphasize the importance of spelling correctly, consulting references as needed, as outlined in both the 2017 (9.7e) and 2024 (9.LU.2.C) standards.

- However, regarding the use of commas and semicolons, our focus has shifted. While previously, we taught their use to distinguish and divide main and subordinate clauses (9.7c), our updated standard focuses on using them to link closely related independent clauses (9.LU.2.A).

- Additionally, our updated curriculum incorporates the use of a style manual, such as MLA or APA, for applying rules when citing sources (9.LU.2.B), aligning with the evolving needs of research and writing in the digital age.

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>9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.</p> <ul style="list-style-type: none"> • a) Make strategic use of multimodal tools. • b) Credit information sources. • c) Use vocabulary appropriate to the topic, audience, and purpose. • d) Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting. • e) Assume responsibility for specific group tasks. • f) Share responsibility for collaborative work. • g) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. • h) Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member. • i) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement. • j) Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s). • k) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities. <p>9.2 The student will produce, analyze, and evaluate media messages.</p> <ul style="list-style-type: none"> • a) Analyze and interpret special effects used in media messages. 	<p>9.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</p> <p>9.C.1 Communication, Listening, and Collaboration</p> <p>A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:</p> <ol style="list-style-type: none"> i. Applying a variety of strategies to listen actively and speak purposefully and respectfully. ii. Setting guidelines for group presentations and discussions. iii. Incorporating all group members in the development of new understandings, making decisions, and solving problems. iv. Setting clear goals and deadlines and defining individual roles as needed. v. Responding thoughtfully and tactfully with evidence to diverse perspectives, including challenging, clarifying, or verifying ideas and conclusions. vi. Summarizing points of agreement and disagreement. vii. Using reflection to evaluate one's own role and the process in paired or small-group activities.
<p>Revisions:</p> <ul style="list-style-type: none"> • 9.C.1 A.i. - Aligns with 2017 9.1g. • 9.C.1 A.ii - Aligns with 2017 9.1f. • 9.C.1 A.iii. - Aligns with 2017 9.1d and 9.1h. • 9.C.1 A.iv. -Aligns with 2017 9.1e and 9.1f. • 9.C.1 A.v. - Aligns with 2017 9.1i and clarifies ways for students to respond thoughtfully and tactfully with one another. • 9.C.1 A. vi. - Aligns with 2017 9.1i. • 9.C.1 A. vii. -Aligns with 2017 9.1k. 	

Grade 9 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 9.1 and 9.2 Standards in the 2017 English Standards of Learning.

- The updated standards represent a departure by shifting the focus from mere participation in multimodal presentations to actively developing effective oral communication and collaboration skills, fostering a community of learners who process, understand, and interpret content together.
- They introduce a more comprehensive approach by emphasizing sustained collaborative discussions with diverse partners on grade-level topics and texts, promoting active listening, purposeful speaking, and respectful communication strategies, a significant expansion from previous standards.
- Additionally, the inclusion of new elements such as setting guidelines for group presentations and discussions, incorporating all group members in decision-making processes, and using reflection to evaluate one's own role and the process in paired or small-group activities signifies an enrichment of students' collaborative learning

experiences beyond previous expectations.

2017 SOL	2024 SOL
<p>9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.</p> <ul style="list-style-type: none"> • a) Make strategic use of multimodal tools. • b) Credit information sources. • c) Use vocabulary appropriate to the topic, audience, and purpose. • d) Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting. • e) Assume responsibility for specific group tasks. • f) Share responsibility for collaborative work. • g) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. • h) Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member. • i) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement. • j) Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s). • k) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities. 	<p>9.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</p> <p>9.C.2 Speaking and Presentation of Ideas</p> <p>A. Report orally on a topic or text or present an opinion. This includes:</p> <ol style="list-style-type: none"> i. Choosing vocabulary, language and tone appropriate to the topic, audience, and purpose ii. Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback). iii. Analyzing the effectiveness of one's presentation, including introduction, central idea, organization, and conclusion. <p>B. Memorize and accurately recite a short selection from a longer text demonstrating inflection and meaningful expression that is appropriate to the tone and voice of the selection.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 9.C.2 A.i. - Aligns with 2017 9.1c. • 9.C.2 A. ii. - Aligns with 2017 9.1g and clarifies specifies examples of verbal and nonverbal cues to use when listening and speaking. • 9.C.2 A.iii. - Aligns with 2017 9.1j and 9.1k. • 9.C.2.B. - Memorizes and recites a short selection using inflection and meaningful expression using the appropriate tone and voice for the selection 	

The 2024 standards, particularly under 9.C.2, focus on speaking and presentation of ideas. Students are now required to report orally on a topic or text, choosing vocabulary, language, and tone appropriate to the topic, audience, and purpose (9.C.2.B). They are also expected to use listening and speaking strategies effectively, analyze the effectiveness of their presentations, and memorize and accurately recite selections from longer texts with inflection and meaningful expression (9.C.2.A and 9.C.2.B).

2017 SOL	2024 SOL
<p>9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.</p> <ul style="list-style-type: none"> • a) Make strategic use of multimodal tools. • b) Credit information sources. • c) Use vocabulary appropriate to the topic, audience, and purpose. • d) Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting. • e) Assume responsibility for specific group tasks. • f) Share responsibility for collaborative work. • g) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. • h) Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member. • i) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement. • j) Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s). • k) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities. 	<p>9.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together</p> <p>9.C.3 Integrating Multimodal Literacies</p> <ul style="list-style-type: none"> A. Make strategic use of multimodal tools. B. Monitor, analyze, and use multiple streams of simultaneous information. C. Create media messages for diverse audiences and purposes.
<p>Revisions:</p> <ul style="list-style-type: none"> • 9.C.3 A. - Aligns with 2017 9.1a. • 9.C.3 B. - Aligns with 2017 9.2h. • 9.C.3 C. - Aligns with 2017 9.2a and 9.2h. 	

The 2024 standards, particularly under 9C.3, mark a departure from the previous focus on participation and collaboration in multimodal presentations. Instead, they emphasize integrating multimodal literacies across various aspects of learning.

With the new standards, students are expected to make strategic use of multimodal tools (9C.3.A), monitor, analyze, and use multiple streams of simultaneous information (9C.3.B), and create media messages for diverse audiences and purposes (9C.3.C). The new specific language makes a shift towards fostering students' abilities to effectively navigate and create content across different media platforms and formats.

2017 SOL	2024 SOL
<p>9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups. <small>a-k</small></p> <p>9.2 The student will produce, analyze, and evaluate media messages.</p> <ul style="list-style-type: none"> • a) Analyze and interpret special effects used in media messages. • b) Determine the purpose of the media message and its effect on the audience. 	<p>9.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together</p> <p>9.C.4 Examining Media Messages</p> <ul style="list-style-type: none"> A. Determine the purpose of the media message and its effect on the audience. B. Analyze the persuasive techniques used in diverse media formats (e.g., name calling, innuendo, glittering generalities, card stacking, bandwagon, testimonials, appeal to prestige, snobbery or plain folks, appeal to emotion). C. Evaluate the credibility, word choice, viewpoints, and bias in media presentations. D. Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations. E. Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content. F. Identify the possible cause and effect relationships between mass media coverage and public opinion trends in media messages.
<p>Revisions:</p> <ul style="list-style-type: none"> • 9.C.4 A. - Aligns with 2017 9.2a and 9.2b. • 9.C.4 B. - Aligns with 2017 9.2c and 9.2d and specifies persuasive techniques used in media to influence audiences. • 9.C.4 C. - Aligns with 2017 9.2e • 9.C.4 D. - Aligns with 2017 9.2e. • 9.C.4 E. -Aligns with 2017 9.2g. • 9.C.4 F. - Aligns with 9.2f. 	

Under 9.C.4, there is a shift towards examining media messages in greater depth.

Under the new standards, students are expected to determine the purpose of media messages and their effects on the audience (9.C.4.A), analyze persuasive techniques used in diverse media formats (9.C.4.B), and evaluate credibility, word choice, viewpoints, and bias in media presentations (9.C.4.C). Additionally, they are tasked with examining how values and viewpoints are included or excluded in media messages and assessing the influence of media on beliefs, behaviors, and interpretations (9.C.4.D).


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>9.8 The student will find, evaluate, and select credible resources to create a research product.</p> <ul style="list-style-type: none"> • a) Verify the validity and accuracy of all information. • b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias. • c) Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims. • d) Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). • 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>9.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-nine content, texts and areas prompted by student interest.</p> <p>9.R.1 Evaluation and Synthesis of Information</p> <ul style="list-style-type: none"> A. Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary. B. Gather and organize information from various sources, including internet resources, electronic databases, and other technology. C. Analyze and evaluate the primary and secondary sources gathered for their credibility, reliability, accuracy, and usefulness that includes identifying their main and supporting ideas, points of view, conflicting information, and any misconceptions or biases. D. Synthesize multiple streams of information to support claims and introduce counterclaims. E. Create research products aligned with the demands of the reading and writing standards. F. Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA). G. Define plagiarism's meaning and legal consequences and follow ethical and legal guidelines for gathering and using information. H. Demonstrate ethical use of all sources, including the internet and new technologies as they develop.
<p>Revisions:</p> <ul style="list-style-type: none"> • 9.R.1.A. - Formulates and revises questions about a research topic, broadening or narrowing the inquiry as necessary. • 9.R.1 B.- Aligns with 2017 skills identified in 9.8b. • 9.R.1 C.- Aligns with skills identified in 2017 9.8a. • 9.R.1 D.- Aligns with skills identified in 2017 9.2h and 9.8c. • 9.R.1.E. - Creates research products aligned with the grade nine reading and writing standards. • 9.R.1 F. - Aligns with skills identified in 2017 9.8d. • 9.R.1 G.-Aligns with skills identified in 9.8e. • 9.R.1 H. - Aligns with skills identified in 2017 9.8f. Includes ethical use of all sources, including the Internet, Artificial Intelligence, and new technologies as they develop 	

In the new 2024 standards, students will engage in research and reading to build knowledge on grade-nine content, texts, and areas prompted by student interest. Unlike before, they will now formulate and revise questions about research topics, gather information from various sources including the internet, and evaluate sources for credibility, reliability, and accuracy, as outlined in 9.R.1.A, 9.R.1.B, and 9.R.1.C. Additionally, they will synthesize multiple streams of information to support claims and introduce counterclaims, aligning their research products with reading and writing standards, as described in 9.R.1.D and 9.R.1.E. A notable change to the other research standards mention mastering new technologies, such as AI.

BEST IN CLASS- STANDARDS OF LEARNING

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

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

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

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

Questions?

Reach out to the VDOE
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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.