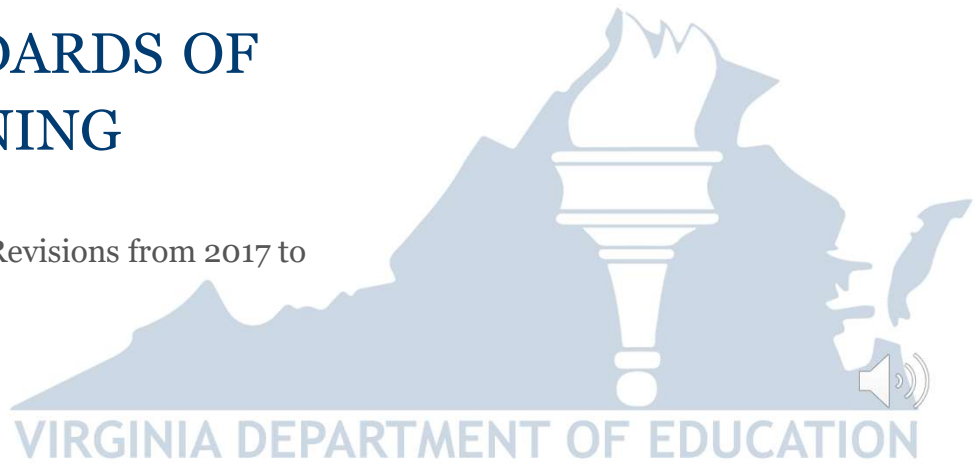


2024 ENGLISH STANDARDS OF LEARNING

Grade 12

Overview of Revisions from 2017 to
2024



Welcome to the Grade 12 Overview of Revisions to the English Standards of Learning from 2017 to 2024.

It would be helpful to have a copy of the Grade 12 – Crosswalk (Summary of Revisions) and a copy of the 2024 Grade 12 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	2024
Strands	Strands
Communications	Foundations for Reading
Reading	Developing Skilled Readers & Building Reading Stamina
Writing	Reading and Vocabulary
Research	Reading Literary Text
	Reading Informational Text
	Foundations for Writing
	Writing
	Language Usage
	Communications
	Research



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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 12. The strands in the Grade 12 2024 English Standards of Learning have sub-strands. We will review the strands and sub-strands for Grade 12 in this presentation.

HOW TO READ THE 2024 *ENGLISH STANDARDS OF LEARNING*

- Strand
 - Sub Strand
 - Standard
 - Standard
 - Sub Strand
 - Standard
 - Standard
 - Standard
- **12. RI Reading Informational Texts**
 - **12.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. Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including how the structure advances their point of view.
 - **12.RI.2 Craft and Style**
 - **12.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 12 there are three sub-stands; 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"> • 12.1—>12.C.1, 12.C.2, 12.C.3 • 12.2—>12.C.4 • 12.3—>12.RV.1 • 12.4—>12.DSR, 12.RL.1, 12.RL.2, 12.RL.3 • 12.5—>12.DSR, 1.RI.1, 12.RI.2, 12.RI.3 • 12.6—> 12.W.1, 12.W.2, 12.W.3 • 12.7—> 12.W.3, 12.LU.1, 12.LU.2 • 12.8—> 12.112.R.1 	<ul style="list-style-type: none"> • 12.DSR.1 - Focuses on how a student will build knowledge and reading comprehension fluently • 12.DSR.1. B. - Combines 2017 12.4 and 12.5 to demonstrate comprehension when reading both literary and informational texts at the grades 11-12 band. • 12.DSR.1. C. - Aligns to 2017 12.4h and 12.5a. 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)
<p>12.4 12.5d</p>	<ul style="list-style-type: none"> • 12.DSR.1 - Focuses on how a student will build knowledge and reading comprehension fluently • 12.DSR.1.A. - Addresses specific fluency skills that support reading comprehension • 12.DSR.1.D. - Engages regular opportunities to read conceptually related texts through various reading experiences. • 12.DSR.1.E. - Uses reading strategies effectively when encountering a challenging section of text. Specifies reading strategies that could be used. • 12.RV.1.G. - Uses newly learned words and phrases in multiple contexts • 12.RL.1.C. - Analyzes how complex characters develop over the course of texts, interact with other characters, and advance the plot. • 12.RI.1.A. - Interprets and completes an application for employment or college admission, and summarizes features of workplace or technical documents. • 12.RI.2.B. - Analyzes the impact of specific word choices on meaning, author's attitude toward a subject, and mood. • 12.W.1.B.iii. - Creates technical writing for specific audiences and purposes. • 12.LU.2.B. - Spells correctly, using reference materials as needed. • 12.C.1.A.iii. - Summarizes points of agreement and disagreement. • 12.C.1.A.vi. - Evaluates one's own role in the group process in small group activities. • 12.C.2.A.2.i. - Chooses appropriate language, vocabulary, and tone for the specific topic, purpose, context, and audience when speaking and writing. • 12.C.2.A.2.v. - Monitors the audience engagement effectively and adjusts the delivery accordingly. • 12.C.2.B. - Memorizes and recites an excerpt or monologue from a dramatic work portraying the emotions and motivations of the character through voice and body language that reflects the appropriate tone and voice for the selection. • 12.C.3.B. - Examines claims, arguments, ideas, and personal bias in multimodal sources and evaluate their reliability and bias. • 12.C.3.D. - Organizes information to create media messages with visual, audio, and graphic components that create meaning. • 12.C.4.C. - Analyzes and evaluates how media uses symbolism, imagery, metaphor, and bias that can impact the message. • 12.R.1.A. - Formulates and revises questions about a research topic, broadening or narrowing the inquiry as necessary. • 12.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 and align to other grade levels.</p>	

This is a snapshot of the Grade 12 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>12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures. h) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).</p> <p>12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts. a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).</p>	<p>12.DSR.</p> <p>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 higher 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, K-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"> • 12.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently • 12.DSR.1.B. - Combines 2017 12.4 and 12.5 to demonstrate comprehension when reading both literary and informational texts at the grades 11-12 band. • 12.DSR.1.C. - Aligns to 2017 12.4h and 12.5a. 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 texts through reading, writing, collaborating, and researching as described in the remaining standards. In this strand, the student will build knowledge and comprehension skills from intentionally 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 when comprehension breaks down. These skills should be applied to reading, writing, collaborating, communicating, and researching.

In Grade 12, 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.

12.DSR.1.B. combines 2017 12.4 and 12.5; students in grade twelve should demonstrate comprehension when reading both literary and informational texts at the grades 11-12 band. 12.DSR.1.C. aligns to 2017 12.4h and 12.5a, focusing on applying 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, and expands to include quoting and paraphrasing from text accurately and tracing where relevant text is located.

Reading emphasis on British literature was 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>12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures. c) Compare/contrast details in literary and informational nonfiction texts. h) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).</p> <p>12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts. a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).</p>	<p>12.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>*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"> 12.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently. 	



12 Developing Skilled Readers and Building Reading Stamina emphasizes fluency in reading and gathering evidence while building knowledge-base and vocabulary, utilizing reading strategies for comprehension. Deep Reading on topics to build knowledge of content that can be applied to various other texts or contents is incorporated.

Note that DSR 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>12.3 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, and literary and classical allusions in text.</p> <p>e) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p>	<p>12.RV The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.</p> <p>12.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., assertive, aggressive, domineering).</p> <p>E. Explain and analyze idiomatic language in context.</p> <p>F. Interpret 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> <ul style="list-style-type: none"> • 12.RV.1.- Specifies connection to word knowledge for grade twelve content and texts • 12.RV.1.A. - Aligns with 2017 12.3e and enhances the integration of academic and content vocabulary when listening, reading, and discussing grade twelve texts and topics. • 12.RV.1.B. - Aligns with skills associated with 2017 12.3b. • 12.RV.1.C. - Aligns with 2017 12.3a and includes etymology to help clarify the meanings of unfamiliar and complex words. • 12.RV.1.D. - Aligns with skills associated with 2017 12.3c and includes examples of words with similar denotations. • 12.RV.1.E. - Aligns with 2017 12.3d. • 12.RV.1.F. - Aligns with 2017 12.3d and includes both the impact of figurative language and literary and classical allusions in textual analysis. 	



The focus for Grade 12 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 12.3 Standard in the 2017 English Standards of Learning. Many of the revisions address skills identified in various sub-strands of the 12.3 standard.

Many of the standards in 2024 provide additional clarity to the skill and increase the rigor. For example, 12.RV.1. specifies connection to word knowledge for grade twelve content and texts. 12.RV.1.A. enhances 2017 12.3e through the integration of academic and content vocabulary when listening, reading, and discussing grade twelve texts and topics. 12.RV.1.C. adds to 2017's 12.3a by including etymology to help clarify the meanings of unfamiliar and complex words. 12.RV.1.F. aligns with 2017's 12.3d and includes both the impact of figurative language and literary and classical allusions in textual analysis.

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>12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.</p> <p>a) Compare and contrast the development of British literature in its historical context.</p> <p>b) Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.</p> <p>c) Compare/contrast details in literary and informational nonfiction texts..</p> <p>g) Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.</p>	<p>12.RL.</p> <p>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 British literature.</p> <p>12.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 British literature (e.g., short stories, poems, plays, novels, essays, and literary nonfiction) of different eras.</p> <p>B. Examine how authors structure a text and order events within it through parallel episodes, subplots, and conflicts, and explain how they create such effects as mystery, tension, or surprise.</p> <p>C. Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.</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 plays from various cultures.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> · 12.RL.1.- Focuses on reading comprehension of various literary texts associated with grade twelve · 12.RL.1.A. -Aligns with 2017 12.4a, 12.4b, and 12.4c. Addresses specific universal themes prevalent in British literature. · 12.RL.1.B. - Aligns with 2017 12.4b and clarifies various text structures to contribute to the development of plot and setting. · 12.RL.1.D. - Aligns with 2017 12.4g and specifies examples of dramatic conventions to include when analyzing their effect in plays from various cultures 	

The focus for Grade 12 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 British literature.

12.RL. emphasizes the skills in 12.4 from the 2017 Standards of Learning and adds clarity and rigor. For example, the focus of 12 Reading Literary Text 1 is on Key Ideas and Plot Details; 12.RL.1.A. addresses specific universal themes prevalent in British literature and aligns to 2017 12.4a, 12.4b, and 12.4c. 12.RL.1.B. adds clarification to 2017 12.4b by specifying various text structures to contribute to the development of plot and setting. 12.RL.1.D. specifies examples of dramatic conventions to include when analyzing their effect in plays from various cultures and aligns with 2017 12.4g.

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 Literature) and maintains an emphasis on British literature.

2017 SOL	2024 SOL
<p>12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.</p> <p>b) Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts. e) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses. f) Compare and contrast traditional and contemporary poems from many cultures. g) Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures. h) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).</p>	<p>12.RL.2 Craft and Style</p> <p>A. Evaluate how the use of figurative language in poetry and prose contributes to the reader's understanding of the subject, form, mood, and theme. B. Interpret and analyze how authors create intended effects using diction and impact the tone and mood of the story, play, or poem. C. Evaluate 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"> • 12.RL.2.- Focuses on the author's literary craft and style • 12.RL.2.A. - Aligns with 2017 12.4b and specifies the evaluation of figurative language in poetry and prose. • 12.RL.2.B. - Aligns with 2017 12.4e, 12.4f, and 12.4g. Extends analyzing the effects of diction, tone, and mood to stories, plays, and poems. • 12.RL.2.C. - Aligns with 2017 12.4h and incorporates how the use of satire, irony, sarcasm, and understatement can impact what is implied or stated in a text. 	



The focus for 12 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.

12.RL.2.A. adds clarification to 2017 12.4b by specifying the evaluation of figurative language in poetry and prose. 12.RL.2.B. extends 2017 12.4e, 12.4f, and 12.4g by adding the analysis of the effects of diction, tone, and mood to stories, plays, and poems. 12.RL.2.C. aligns with 2017 12.4h and incorporates the exploration of 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 figurative language, allusions, diction, tone, and mood.

2017 SOL	2024 SOL
<p>12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.</p> <p>a) Compare and contrast the development of British literature in its historical context.</p> <p>b) Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.</p> <p>c) Compare/contrast details in literary and informational nonfiction texts.</p> <p>d) Interpret the social and cultural function of British literature.</p> <p>f) Compare and contrast traditional and contemporary poems from many cultures.</p>	<p>12.RL.3 Integration of Concepts</p> <p>A. Compare and contrast traditional and contemporary texts that draw on similar themes, patterns of events, or character types with an emphasis on poetry, from various cultures.</p> <p>B. Compare and contrast the development of a universal theme over the course of two or more literary works including how each theme emerges and is shaped and refined by specific details.</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"> • 12.RL.3.- Provides explicit skills students will engage in when describing and analyzing elements of stories, poetry, or drama when engaging with multiple texts. • 12.RL.3.A. - Aligns with 2017 12.4a, 12.4c, and 12.4f. • 12.RL.3.B. - Aligns with 2017 12.4b and clarifies the use of traditional and contemporary texts with an emphasis on poetry with similar themes for comparing and contrasting text from various cultures. • 12.RL.3.C. - Aligns 2017 12.4d and specifies an analysis of how authors' beliefs and viewpoints can represent larger historical, social, or cultural context. 	

The focus for 12 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 12.4 Standard in the 2017 English Standards of Learning. Many of the revisions address skills identified in various sub-strands of the 12.4 standard.

Many of the standards in 2024 provide additional clarity to the skill and increase the rigor. For example, 12.RL.3.B. clarifies 2017 12.4b by specifying use of traditional and contemporary texts with an emphasis on poetry with similar themes for comparing and contrasting text from various cultures.

12.RL.3.C. aligns 2017 12.4d and specifies the analysis of how authors' beliefs and viewpoints can represent larger historical, social, or cultural context.

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>12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.</p> <p>a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).</p> <p>b) Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.</p> <p>c) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.</p> <p>e) Analyze false premises claims, counterclaims, and other evidence in persuasive writing.</p>	<p>12.RI.</p> <p>The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.</p> <p>12.RI.1 Key Ideas and Confirming Details</p> <p>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.</p> <p>B. Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including how the structure advances their point of view.</p> <p>C. Analyze the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false premises or unsupported claims.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 12.RI.1.- Focuses on reading comprehension of complex informational texts associated with grade twelve • 12.RI.1.B. - Aligns with 2017 12.5a and 12.5b. Specifies the types of texts to use when analyzing the effectiveness of structure (e.g., how the structure in expository and argumentative writing differs from narrative texts). • 12.RI.1.C. - Combines 2017 12.5b, 12.5c, and 12.5e and provides clarity around ways to analyze an argument and claims in texts. 	

The focus for Grade 12 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 12.5 Standard in the 2017 English Standards of Learning. Many of the revisions address skills identified in various sub-strands of the 12.5 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, 12.RI.1., Key Ideas and Confirming Details, focuses on reading comprehension of complex informational texts associated with grade twelve; 12.RI.1.B. adds clarity to 2017 12.5a and 12.5b by specifying the types of texts to use when analyzing the effectiveness of structure, for instance how the structure in expository and argumentative writing differs from narrative texts. 12.RI.1.C. combines 2017 12.5b, 12.5c, and 12.5e and provides clarity around ways to analyze an argument and claims in texts.

2017 SOL	2024 SOL
<p>12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.</p> <p>c) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.</p>	<p>12.RI.2 Craft and Style</p> <p>A. Analyze text structures to discern how they affect the meaning and message of informational and technical writing and how their text structures differ from those in narrative texts.</p> <p>B. Analyze the cumulative impact of specific word choices on meaning, author’s attitude toward the subject, and mood.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 12.RI.2.- Focuses on the author’s informational craft and style by enhancing the rigor • 12.RI.2.A. - Aligns with 2017 12.5c and specifies the types of texts to compare when analyzing textual structures. 	



The revisions provided in 12 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 12.5 Standard in the 2017 English Standards of Learning.

Many of the standards in 2024 provide additional clarity to the skill and increase the rigor. For instance, 12.RI.2.A. aligns with 2017 12.5c and specifies the types of texts to compare when analyzing textual structures. Students will analyze text structures, word choice, and purpose as it relates to the author's message and attitude toward a subject or mood.

2017 SOL	2024 SOL
<p>12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.</p> <p>c) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.</p>	<p>12.RI.3 Integration of Concepts</p> <p>A. Evaluate texts with differing points of view on the same or similar events or issues by assessing claims, reasoning, evidence, and connections to other works or historical events.</p> <p>B. Analyze how the author organizes an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> · 12.RI.3.- Showcases how multiple texts and viewpoints can be compared and evaluated · 12.RI.3.A. - Aligns with 2017 12.5c. Provides specific ways to evaluate similar or different perspectives in texts when comparing them to other comparing them to other texts or historical events. · 12.RI.3.B. - Aligns with 2017 12.5c. Clarifies ways to analyze how an author organizes an analysis, series of ideas, or events. 	



12 Reading Informational Text 3, Integration of Concepts, provides clarity for 2017's 12.5 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 presented in 12.RI.3.A. provide specific ways to evaluate similar or different perspectives in texts comparing them to other texts or historical events and aligns with 2017 12.5c. 12.RI.3.B. adds clarity to 2017 12.5c. by specifying ways to analyze how an author organizes an analysis, series of ideas, or events.


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>12.6 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 that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.</p>	<p>12.W. The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and texts, with an emphasis on technical writing.</p> <p>12.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"> 12.W.1.- Focuses on technical writing 	



The focus for Grade 12 Writing is on writing in a variety of forms for diverse audiences and purposes linked to grade twelve content and texts, with an emphasis on technical writing.

This strand addresses skills that were previously in the 12.6 Standard in the 2017 English Standards of Learning. The standards in 2024 provide additional clarity to the skill and increase the rigor. For example, 12.W.1. focuses on Modes and Purposes related to technical writing. 12.W.1.A. emphasizes writing extended pieces that introduce a topic clearly, adopt an organizational structure, develop the topic through sustained use, and provide an appropriate conclusion.

2017 SOL	2024 SOL
<p>12.6 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>h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.</p> <p>i) Write to clearly describe personal qualifications for potential occupational or educational opportunities.</p>	<p>12.W. The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.</p> <p>12.W.1 Modes and Purposes for Writing</p> <p>B. Write analyses that:</p> <p>i. Describe personal qualifications for potential occupational or educational opportunities.</p> <p>ii. Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.</p> <p>iii. Generate technical writing (e.g., job description, questionnaire, job application, or business communication) that clearly address specific audiences with identified purposes.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 12.W.1.B. - Organizes the technical writing strands together (i.-iii.). • 12.W.1.B.i. - Aligns with 2017 12.6h and 12.6i. • 12.W.1.B.ii. - Aligns with 2017 12.6a, 12.6h, and 12.6i. 	



The focus for 12 Writing 1 B is to organize the technical writing strands together. Students will write analyses that describes personal qualifications, create clear and coherent writing that is organized and in the appropriate style, and generate technical writing that addresses specific audiences.

This strand addresses skills that were previously in the 12.6 Standard in the 2017 English Standards of Learning.

The emphasis on technical writing allows students to apply skills to real life situations, such as applying to a job or college.

2017 SOL	2024 SOL
<p>12.6 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>d) Blend multiple forms of writing including embedding a narrative to produce effective essays.</p>	<p>12.W. The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.</p> <p>12.W.1 Modes and Purposes for Writing C. Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone 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"> 12.W.1.C. - Aligns with 2017 12.6d. Develops flexibility in writing by producing shorter and longer pieces that adapt by audience and purpose when blending multiple forms of writing together. 	



The focus for 12 Writing is for students to write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text with an emphasis on technical writing.

This strand addresses skills that were previously in the 12.6 Standard in the 2017 English Standards of Learning.

12.W.1.C. increases both clarity and rigor by developing flexibility in writing by producing shorter and longer pieces that adapt by audience and purpose when blending multiple forms of writing together and aligns with 2017 12.6d.

2017 SOL	2024 SOL
<p>12.6 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 that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.</p> <p>c) Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.</p> <p>e) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.</p> <p>f) Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.</p>	<p>12.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. Selecting appropriate evidence from multiple texts to clarify ideas, illustrate a counterargument, and/or strengthen a thesis in writing.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 12.W.2.-Organizes the strands together that impact the recursive writing process of planning, drafting, revising, and editing. • 12.W.2.A.i. - Aligns with 2017 12.6b and includes composing an assertion or a position. • 12.W.2.A.ii. - Aligns with 2017 12.6a, 12.6c, and 12.6f. • 12.W.2.A. iii. - Aligns with 2017 12.6c and 12.6e. 	



The focus for 12 Writing is for students to write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text with an emphasis on technical writing. 12 Writing 2 defines the components of Organization and Composition.

This strand addresses skills that were previously in the 12.6 Standard in the 2017 English Standards of Learning. Many of the revisions address skills identified in various sub-strands of the 12.6 standard.

Many of the 2024 Standards of Learning add clarity and increase the rigor.

With an emphasis on the recursive writing process, 12.W.2.A. focuses on planning, organizing, and composing writing with clear claims, counterclaims, evidence and sequence to form unity; proper use of evidence, narrative techniques, organizations, transitions, sentence structure, and elaboration of ideas that are formed with both purpose and audience in mind. 12.W.2.A.i. extends 2017 12.6b to include composing an assertion or a position.

2017 SOL	2024 SOL
<p>12.6 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>d) Blend multiple forms of writing including embedding a narrative to produce effective essays. e) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation. f) Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented. g) Revise writing for clarity of content, depth of information, and technique of presentation. h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.</p>	<p>12.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>iv. Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation. v. Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases. vi. Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/concrete details, diction, and purposeful word choice.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> · 12.W.2.A.iv.- Aligns with 2017 12.6e. · 12.W.2.A.v. - Aligns with 12.6d. · 12.W.2.A.vi. - Aligns with 12.6e, 12.6f, and 12.6g. Clarifies how to elaborate ideas clearly and effectively when writing. 	



The focus for 12 Writing is for students to write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text with an emphasis on technical writing. 12 Writing 2 defines the components of Organization and Composition. With an emphasis on the recursive writing process, 12.W.2.A. focuses on planning, organizing, and composing writing that addresses a specific audience and purpose.

This strand addresses skills that were previously in the 12.6 Standard in the 2017 English Standards of Learning. The 2024 Standards of Learning add both clarity and rigor. For example, 12.W.2.A.vi. adds clarity to 12.6e, 12.6f, and 12.6g on how to elaborate ideas clearly and effectively when writing.

2017 SOL	2024 SOL
<p>12.6 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, depth of information, and technique of presentation. h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.</p> <p>12.7 The student will self- and peer-edit writing for Standard English.</p> <p>b) Edit, proofread, and prepare writing for intended audience and purpose.</p>	<p>11.W.3 Usage and Mechanics</p> <p>A. Revise writing for clarity of content, accuracy, and depth of information. 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 in informal and formal contexts. (See Language Usage for grade level expectations) D. Write and revise to a standard acceptable both in the workplace and in postsecondary education.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> · 12.W.3.- Focuses on the grade level expectations for usage and mechanics · 12.W.3.A. - Aligns with 2017 12.6g. · 12.W.3.B. - Aligns with 12.6g. 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. · 12.W.3.C. - Aligns with 2017 12.6g, 12.6h, and 12.7b. · 12.W.3.D. - Aligns with 2017 12.6h. 	



The focus for 12 Writing 3 is usage and mechanics in writing, combining skills from 12.6 and 12.7 to hone in on revision for clarity, accuracy, and depth at the grade twelve level.

12.W.3.B. aligns with 12.6g, specifically states the use of self- and peer-editing as part of the revision process and includes components students should incorporate as part of their feedback to support editing and revising.

12.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 and should be 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>12.7 The student will self- and peer-edit writing for Standard English.</p> <p>a) Use complex sentence structure to infuse sentence variety in writing.</p> <p>b) Edit, proofread, and prepare writing for intended audience and purpose.</p> <p>c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.</p>	<p>12.LU.</p> <p>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>12.LU.1 Grammar</p> <p>A. Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> · 12.LU.1.- Contains the grammar expectations for grade twelve · 12.LU.1.A. - Aligns to 2017 12.7a and specifies the types of varies clauses and their effect when speaking and writing. 	



The focus for 12 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 twelve.

This strand addresses skills that were previously in the 12.7 Standard in the 2017 English Standards of Learning. The revisions address skills identified in various sub-strands of the 12.7 standard.

Many of the standards in 2024 provide additional clarity to the skill and increase the rigor. For example, 12.LU.1. contains the grammar expectations; 12.LU.1.A. adds clarity to 2017 12.7a and specifies the types of various clauses and their effect when speaking and writing.

2017 SOL	2024 SOL
<p>12.7 The student will self- and peer-edit writing for Standard English.</p> <p>a) Use complex sentence structure to infuse sentence variety in writing.</p> <p>b) Edit, proofread, and prepare writing for intended audience and purpose.</p> <p>c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.</p>	<p>12.LU.</p> <p>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>12.LU.2 Mechanics</p> <p>A. Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations in writing.</p> <p>B. Spell correctly, consulting reference materials to check as needed.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> · 12.LU.2.- Contains the mechanics expectations for grade eleven · 12.LU.2.A. - Aligns to 2017 12.7a and uses a style manual to apply rules for punctuation and formatting of direct quotes. 	



12 Language Usage 2 emphasizes the mechanical conventions of writing.

This strand addresses skills that were previously in the 12.7 Standards in the 2017 English Standards of Learning. Revisions to the 2024 English Standards of Learning provide additional clarity to the skill and increase the rigor. For example, 12.LU.2.A. aligns to 2017 12.7a 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>12.1 The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.</p> <p>a) Select and effectively use multimodal tools to design and develop presentation content. c) Demonstrate the ability to work collaboratively with diverse teams. e) Evaluate the various techniques used to construct arguments in multimodal presentations. f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. g) Critique effectiveness of multimodal presentations.</p>	<p>12.C.</p> <p>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>12.C.1 Communication, Listening, and Collaboration</p> <p>A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes: i. Applying a variety of strategies to listen actively and speak purposefully and respectfully. ii. Responding thoughtfully and tactfully with evidence to diverse perspectives. iii. Summarizing points of agreement and disagreement. iv. Selecting and applying multimodal tools to design and develop presentation content appropriate for topic and purpose. v. Evaluating the content of presentations, including introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion. 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"> • 12.C.1.- Provides the specific skills needed for collaborative discussions to discuss grade twelve topics and texts. • 12.C.1.A.i.-Aligns to 2017 12.1f. • 12.C.1.A.ii.-Aligns to 2017 12.1c. • 12.C.1.A.iv. - Aligns to 2017 12.1a and includes developing presentation content that is appropriate for the topic and purpose. • 12.C.1.A.v. - Aligns to 2017 12.1e and 12.1g. Specifies examples of how to evaluate the content of presentations. 	

Grade 12 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 12.1 and 12.2 Standards in the 2017 English Standards of Learning. Many of the revisions address skills identified in various sub-strands of the 12.1 and 12.2 standard.

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

12.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. They will also use multimodal tools for presentations, and evaluate presentations. 12.C.1.A.iv. aligns to 2017 12.1a and includes developing presentation content that is appropriate for the topic and purpose. 12.C.1.A.v. adds clarity to 2017 12.1e and 12.1g by providing examples of how to evaluate the content of presentations.

2017 SOL	2024 SOL
<p>12.1 The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.</p> <p>a) Select and effectively use multimodal tools to design and develop presentation content. d) Anticipate and address alternative or opposing perspectives and counterclaims. e) Evaluate the various techniques used to construct arguments in multimodal presentations. g) Critique effectiveness of multimodal presentations.</p>	<p>12.C.2 Speaking and Presentation of Ideas</p> <p>A. Report orally on a topic or text or present an opinion. This includes: i. Selecting the modes and purposes for presentations and synthesizing multiple streams of information. ii. Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting. iii. Incorporating various rhetorical devices to enhance purpose and strengthening clarity of ideas. iv. Anticipating and addressing alternative or opposing perspectives and counterclaims and rebuttals, as appropriate. v. Monitoring audience engagement effectively and adjusting delivery accordingly during presentations. vi. Evaluating the content and effectiveness of one's presentations, including the introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion. B. Memorize and recite an excerpt or monologue from a dramatic work portraying the emotions and motivations of the character through voice and body language that conveys the intended tone and mood of the selection.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 12.C.2.- Explicitly states expectations when presenting on a topic or text or an opinion. • 12.C.2.A.i. -Aligns to 2017 12.1a. • 12.C.2.A.iii. - Aligns with 12.1e and details the purpose for using rhetorical devices when speaking. • 12.C.2.A.iv. - Aligns with 2017 12.1d and incorporates use of counter arguments and rebuttals as appropriate when anticipating counterclaims or opposing perspectives. • 12.C.2.A.vi. - Aligns with 2017 12.1g and clarifies ways to evaluate the effectiveness of presentations, including addressing the strengths/ weaknesses in evidence and reasoning. 	

12 Communication 2, Speaking and Presentation of Ideas, focuses on students building skills around speaking and presenting ideas, explicitly stating expectations to incorporate formal and informal presentations and discussions.

This strand addresses skills that were previously in the 12.1 and 12.2 Standards in the 2017 English Standards of Learning. Many of the revisions address skills identified in various sub-strands of the 12.1 and 12.2 standard.

Many of the standards in 2024 provide additional clarity to the skill and increase the rigor. For example, 12.C.2.A.iii. adds clarity to 12.1e by detailing the purpose for using rhetorical devices when speaking. 12.C.2.A.iv. aligns with 2017 12.1d and incorporates use of counter arguments and rebuttals as appropriate when anticipating counterclaims or opposing perspectives. 12.C.2.A.vi. clarifies 2017 12.1g by providing ways to evaluate the effectiveness of presentations, including addressing the strengths/weaknesses in evidence and reasoning.

The emphasis of 12.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>12.1 The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.</p> <p>b) Credit information sources.</p> <p>12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.</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>12.C.3 Integrating Multimodal Literacies</p> <p>A. Create and deliver planned, multimodal, interactive presentations collaboratively and individually for a variety of purposes and audiences.</p> <p>B. Examine multimodal sources' claims, arguments, ideas, and any point of personal bias by evaluating them for reliability and relevance to serve as credible supporting evidence.</p> <p>C. Synthesize multiple streams of information on the same or similar topic to create a summary or formulate a position.</p> <p>D. Organize information to create media messages with visual, audio, and graphic components to convey meaning.</p> <p>E. Provide appropriate citation of all content from external sources.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 12.C.3.- Includes multimodal literacy skills needed for presentations and pieces. • 12.C.3.A. - Aligns with 2017 12.1 and specifies creating and delivering presentations both collaboratively and individually for various purposes and audiences. • 12.C.3.C. - Aligns with 2017 12.2f and specifies the purpose for synthesizing multiple streams of information on a similar topic. • 12.C.3.E. - Aligns with 2017 12.1b and 12.2g. 	



12 Communication 3 focuses on Integrating Multimodal Literacies, highlighting skills needed for presentations and pieces.

This strand addresses skills that were previously in the 12.1 and 12.2 Standards in the 2017 English Standards of Learning, adding clarity to the skill and increasing the rigor. For example, 12.C.3.A. aligns with 2017 12.1 and specifies creating and delivering presentations both collaboratively and individually for various purposes and audiences. 12.C.3.C. aligns with 2017 12.2f and specifies the purpose for synthesizing multiple streams of information on a similar topic.

2017 SOL	2024 SOL
<p>12.1 The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually. g) Critique effectiveness of multimodal presentations.</p> <p>12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. a) Describe possible cause and effect relationships between mass media coverage and public opinion trends. c) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s). 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.</p>	<p>12.C.4 Examining Media Messages</p> <p>A. Defend hypotheses about an author’s underlying values, viewpoints, and purposes and reflect on how they shape the content. B. Analyze and critique the effectiveness of media messages by evaluating the purpose, evidence, and clarity for specific purposes with targeted audiences. C. Analyze and evaluate how the media’s use of symbolism, imagery, metaphor, and bias impacts the message. D. Explain and analyze how values and viewpoints are included or excluded and how media influences beliefs, interpretations, and behaviors. E. Analyze media to determine the cause-and-effect relationship(s) between media coverage and public opinion trends.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 12.C.4.- Clarifies how to examine, describe, analyze, and evaluate media messages • 12.C.4.A. - Aligns to 2017 12.2c and 12.2d. • 12.C.4.B. - Aligns to 2017 12.1g. • 12.C.4.D. - Aligns to 2017 12.2d. • 12.C.4.E. - Aligns to 2017 12.2a and 12.2e. 	



12.C.4., Examining Media Messages, analyzes sources and viewpoints of publications, critiques media messages for purpose and audience; analyzes visual and verbal media messages for content, intent, and effectiveness; analyzes the use of values and viewpoints to influence the audience; and analyzes cause-and- effect relationship between media and public opinion.

12.C.4. addresses skills that were previously in the 12.1 and 12.2 standards in the 2017 English Standards of Learning. Revisions address skills identified in various sub-strands of 12.1 and 12.2. For instance, 12.C.4. clarifies how to examine, describe, analyze, and evaluate media messages.

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>12.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.</p> <p>a) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.</p> <p>b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.</p> <p>c) Critically evaluate the accuracy, quality, and validity of the information.</p>	<p>12.R.</p> <p>The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.</p> <p>12.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 the 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"> • 12.R.1.B. - Aligns with 2017 12.8b. • 12.R.1.C. Aligns with 2017 12.8c and specifies objectively evaluating primary and secondary sources while researching. Provides guidance on how to evaluate these sources. • 12.R.1.D. - Aligns with 2017 12.8a. 	



Grade 12 Research focuses on students conducting research and reading a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.

This strand addresses skills that were previously in the 12.8 Standard in the 2017 English Standards of Learning. Many of the revisions address skills identified in various sub-strands of the 12.8 standard.

Many of the standards in 2024 provide additional clarity to the skill and increase the rigor. For example, 12.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; 12.R.1.C. aligns with 2017 12.8c and specifies objectively evaluating primary and secondary sources while researching and provides guidance on how to evaluate these sources.

2017 SOL	2024 SOL
<p>12.8 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>12.R.</p> <p>The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.</p> <p>12.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 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).</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"> • 12.R.1.F. - Aligns with 2017 12.8d and 12.8e. • 12.R.1.G. - Aligns with 2017 12.8e. • 12.R.1.H. - Aligns with 2017 12.8f and includes ethical use of all sources, including the Internet, Artificial Intelligence, and new technologies as they develop. 	



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

12.R.1.H. aligns with 2017 12.8f and includes 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 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
English Team

VDOE.English@doe.virginia.gov



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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.