

- Received online comments from stakeholders, including teachers, parents, and administrators;
- Met with a teacher review committee on July 14 and 15, 2009, that consisted of recommended individuals solicited from school divisions to review the public comment and consider recommendations and reports from Achieve, The College Board, ACT, as well as the National Association of Teachers of English (NCTE), the International Reading Association (IRA) Standards, the American Association of School Librarians (AASL) Standards for the 21st Century Learner, and the NCTE 21st Century Skills Map;
- Solicited a postsecondary review committee comprised of English and English education faculty and met with the review committee on August 5, 2009;
- Solicited business leaders' comments; and
- Developed a draft of the proposed revised *English Standards of Learning*.

On October 22, 2009, the Virginia Board of Education accepted the proposed revised *English Standards of Learning* for first review. The Board held two public hearings on November 30, 2009, and three public hearings on December 1, 2009, to solicit comments on the proposed revised *English Standards of Learning*. The hearings were held at Linkhorne Middle School, Lynchburg City; Fort Chiswell High School, Wythe County; James River High School, Chesterfield County; Robinson Secondary School, Fairfax County; and Princess Anne High School, Virginia Beach City. Three speakers addressed the proposed revised *English Standards of Learning*. In addition to the comments received at the public hearings, 51 comments were received online.

A detailed review of public comments is contained in Attachment A. Letters containing analyses from Achieve, The College Board, and ACT completed during the alignment studies on the 2002 *English Standards of Learning* are also contained in Attachment A. The proposed revised *English Standards of Learning* in Attachment B contain changes made as a result of public comment. These changes are indicated by double underlines and strikethroughs.

Summary of Major Elements:

The attached draft of the proposed revised *English Standards of Learning* (Attachment B) consists of the following elements:

Introduction

The *English Standards of Learning* identify academic content for essential components of the English curriculum at different grade levels for Virginia's public schools. Standards are identified for kindergarten through grade twelve. Throughout a student's academic career from kindergarten through grade twelve, specific content strands are included. The Standards of Learning for each strand progress in complexity at each grade level.

Organization

The goals of the *English Standards of Learning* are to teach students to read and to prepare students to participate in society as literate citizens, equipped with the ability

to communicate effectively in their communities, in the workplace, and in postsecondary education. As students progress through the school years, they become active and involved listeners and develop a full command of the English language, evidenced by their use of standard English and their rich speaking and writing vocabularies. Standards for kindergarten through third grade are organized in three related strands: Oral Language, Reading, and Writing. Standards for fourth through twelfth grades are organized in four related strands: Communication: Speaking, Listening, and Media Literacy; Reading; Writing; and Research. Each grade level is preceded by an overview that describes the major concepts and skills that each student will be expected to understand and demonstrate. The standards reflect a comprehensive instructional program and document a progression of expected achievement in each of the strands. This organization of standards also reflects the gradual progression in the development of skills.

Standards

The *English Standards of Learning* for Virginia public schools describe the Commonwealth's expectations for student learning and achievement in grades K-12. The standards are not intended to encompass the entire curriculum for a given grade level or course or to prescribe how the content should be taught. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students.

Summary of the Proposed Revised *English Standards of Learning*

The major elements of the attached proposed revised *English Standards of Learning* include:

- Edits to enhance clarity, specificity, rigor, alignment of skills and content, and a reflection of the current academic research and practice;
- Emphasis on vertical alignment in grades 4-12;
- Addition of the media literacy content in the communication strand;
- Addition of the research strand beginning in grade four;
- Addition of the specific vocabulary standards in high school; and
- Addition of skills such as ethical behavior in gathering and using information, and the analysis and synthesis of information to solve problems.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for final review the proposed revised *English Standards of Learning*.

Impact on Resources:

This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibilities related to this activity, other services may be impacted.

Timetable for Further Review/Action:

Upon approval of the *English Standards of Learning*, the Department of Education will post the document on the Department's Standards of Learning Web site.

Summary of Online Comments
K-12 *English Standards of Learning*

On October 22, 2009, the Virginia Board of Education accepted for first review the proposed revised *English Standards of Learning*. The Board held two public hearings on November 30, 2009, and three public hearings on December 1, 2009, to solicit comments on the proposed revised *English Standards of Learning*. The hearings were held at Linkhorne Middle School, Lynchburg City; Fort Chiswell High School, Wythe County; James River High School, Chesterfield County; Robinson Secondary School, Fairfax County; and Princess Anne High School, Virginia Beach City. In addition to the comments received at the public hearings, 51 comments were received online. No comments were received via fax or U.S. mail.

The number of comments received is listed by grade span below:

Grade Span	Number of Comments
K-5	30
6-8	7
9-12	7
General	7

Groups submitting online comments included:

- Hanover County Public Schools English Curriculum Development Team
- Fairfax County Public Schools English teachers
- Radford City Public Schools teachers
- Mathews County Public Schools Vertical English Team
- Suffolk City Public Schools English teachers
- Lynchburg City Public Schools
- Virginia Conference on English Education

Comments for elementary grades (K-5) *English Standards of Learning* included:

- The proposed revised *English Standards of Learning* have a greatly improved vertical articulation between elementary, middle grades and high school.
- Overall comments were positive about the addition of a research strand to elementary grades.
- There were some conflicting comments about the emphasis put on technology.
- There was concern that the reading strategies mentioned in the Standards should be elaborated in the Curriculum Framework.
- Several comments requested a list of common roots and affixes.

Comments for the middle grades (6-8) *English Standards of Learning* included:

- The comments reflected support for the addition of technology skills.
- There were several comments in support of the separation of nonfiction and all types of fiction.
- Comments asked for the addition of “reading” to 6.4f.
- One group requested that poetry writing be added to middle and high school.
- Several comments were made noting that “multiple streams of information” mentioned in 8.3 was too difficult for eighth-grade students.
- There were several requests to remove sentence diagramming from the Standards.
- Supportive comments were received concerning the strengthening of the writing strand.
- There were requests to provide a list of common affixes and roots in the Curriculum Framework.

Comments for the high school courses (9-12) *English Standards of Learning* included:

- Several comments recommended the term “standard English” replace “grammatically correct.”
- Comments were received supporting the high school vocabulary standards.
- Several comments were supportive of changing the Oral Language Strand to Communication.
- One group requested the addition of writing poetic discourse.
- Comments were supportive of the addition of the media literacy standards.

The following letters from Achieve, The College Board, and ACT provide analyses of the rigor of Virginia’s *English Standards of Learning* in preparing high school students for success in college and careers. Suggestions and recommendations that enhanced the Standards have been incorporated into the proposed revised *English Standards of Learning*.

**BOARD OF DIRECTORS**

February 5, 2009

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Dear Dr. Wright:

Achieve has completed the final Quality Review of the alignment of Virginia's proposed revised *English Standards of Learning Curriculum Framework with Additions from Achieve's American Diploma Project (September 2008)*. The primary purpose of this review is to ensure that the state's academic standards for exiting high school align with the expectations for success in college and career. The American Diploma Project (ADP) Benchmarks to which these Virginia standards were compared represent the knowledge and skills required for successful entry into credit-bearing college courses and quality jobs. A secondary purpose of this review is to ensure that the Virginia standards meet the criteria of high quality standards that include rigor, coherence, focus, specificity, clarity/accessibility, and measurability.

The proposed revised *Virginia English Standards of Learning Curriculum Framework* presents student learning expectations that are intellectually demanding and well aligned with the ADP Benchmarks. If Virginia students master the state standards, they will likely be prepared for both college and career success.

CHAIR EMERITUSLouis Gerstner, Jr.
Former Chairman & CEO
IBM Corporation**PRESIDENT**

Michael Cohen

TREASURERPeter Sayre
Controller
Prudential Financial, Inc.Summary of Findings

- *The proposed revised Virginia English Standards of Learning Curriculum Framework is well aligned to the ADP Benchmarks.* The ADP content in all areas, including Language, Communication, Writing, Research, Logic, Informational Text, Media, and Literature, is addressed by Virginia's expectations.
- *Virginia joins 13 states that have completed the alignment process and emerged with a similar Common Core of college- and career-ready standards.* Although a well-prepared high school graduate will have mastered all of the knowledge and skills found in the ADP

Benchmarks, Achieve has identified a critical subset, which is present in the standards of 13 other states that have completed the alignment process.¹ The *Virginia English Standards of Learning Curriculum Framework*, this latest draft of Virginia's standards, includes all of these English Common Core benchmarks.

- *While this draft is aligned to the content of the ADP Benchmarks, Virginia should consider making further revisions in the structure and organization of the English Standards of Learning Curriculum Framework that are needed to improve the overall focus and coherence of the standards.* As the state embarks on a full revision of the *Virginia English Standards of Learning Curriculum Framework*, it will be important to consider the recommendations provided by Achieve reviewers in Quality Review I as well as within this report. The state should consider clarifying the focus of Virginia's document; the progression across grade levels; and the connections among the Standards for Learning, the Essential Knowledge, Skills, and Processes (EKSP) and the Understanding the Standard (Teacher Notes) sections of the document.

In conclusion, with these proposed revisions to the *Virginia English Standards of Learning Curriculum Framework*, the state has taken a step to better prepare young people for success in postsecondary education and in their careers. My Achieve colleagues and I look forward to continuing to support your efforts to ensure that Virginia's students are prepared for the real-world demands they will face upon graduation.

Regards,



Laura Slover
Vice President for Content & Policy Research,
Achieve

LMS:ms

Enclosure

cc: Dr. Thomas Morris
Secretary of Education, Commonwealth of Virginia

¹ *Out of Many, One: Toward Rigorous Common Core Standards from the Ground Up*, Achieve, July 2008, available online at <http://www.achieve.org/node/1019>

Virginia Achieve Quality Review II

Detailed Comments from English Language Arts Review Panel

Enclosure

In this final Quality Review, Achieve focuses primarily on how the proposed revisions to the Virginia *English Standards of Learning Curriculum Framework with Additions from Achieve's American Diploma Project (September 2008)* align with the Achieve American Diploma Project (ADP) English Benchmarks. In addition to their rigor, Achieve also considered how the proposed standards meet its other criteria for quality standards including focus, coherence, specificity, clarity/accessibility, and measurability.

Documents Reviewed

For this analysis, Achieve reviewers considered the updated framework, *English Standards of Learning Curriculum Framework with Additions from Achieve's American Diploma Project* that is dated September 25, 2008. The Achieve reviewers also considered the July 24, 2007 Quality Review I of an earlier draft version of the *English Standards of Learning Curriculum Framework*.

Prior Recommendations from Quality Review I

In Quality Review I, Achieve reviewers regarded the framework as partially aligned with the ADP English Benchmarks. Alignment in the areas of writing, research, and literature was found to be strong while alignment in the areas of language, logic, and media was found to be relatively weak. The Achieve Quality Review I also raised some issues about the focus of Virginia's document; the progression across grade levels; and the connections among the Standards for Learning, the Essential Knowledge, Skills, and Processes (EKSP) and the Understanding the Standard (Teacher Notes) sections of the document.

Review Panel Findings

- **The proposed revised *Virginia English Standards of Learning Curriculum Framework* is well aligned to the ADP Benchmarks.**

To facilitate this Quality II review, the Virginia team provided Achieve with an updated draft of the side-by-side comparison of the ADP Benchmarks and Virginia standards and an updated draft of the curriculum framework, both clearly indicating that the Virginia team made changes to align fully with the ADP Benchmarks. Each of the ADP benchmarks to which the Virginia standards were not fully aligned is now addressed in the Virginia curriculum framework. These proposed revisions respond to the gaps identified by Achieve in the earlier review.

In the area of language, these changes are particularly effective. Many of the state's additions strengthen the high school expectations in such a way as to ensure that students will be able to understand and use language in different contexts and for varied purposes. For example, Virginia has added statements in grades 6 through 12 that will ensure that students are expected to use reference sources effectively, to analyze word affixes to learn new words, and to

understand idioms and allusions, all of which are expectations included in the ADP English Benchmarks.

In a number of areas, Virginia has added ADP content in such a way that the statements add depth or breadth to the Virginia statements. For example, the inclusion of ADP F4 (Distinguish between a summary and a critique) adds a relevant and important expectation to statement 10.3 (The student will read, comprehend, and critique literary works). The inclusion of ADP F5 (Interpret and use information in maps, charts, graphs, time lines, tables and diagrams) and ADP F10 (Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement, and understatement in text and explain their effect on the reader) under 10.4 (The student will read and interpret informational materials) are logical and add important elements to this Virginia expectation. Similarly, the inclusion of ADP E9 (Construct arguments...) under 11.7 (The student will write in a variety of forms, with an emphasis on persuasion) is logical and adds specificity to this Virginia statement.

- **Virginia joins 13 other states that have completed the alignment process and emerged with a similar Common Core of college- and career-ready standards that align with a critical subset of the ADP English Benchmarks.**

Achieve content experts have identified within the ADP Benchmarks a core subset of essential understandings that states must include in their standards if they are to address critical gaps and ensure that their graduates are well prepared for college and careers. Although a well-prepared high school graduate will have mastered all of the knowledge and skills found in the ADP Benchmarks, the "ADP Core" contained within the Benchmarks represents a vital subset that has emerged from the alignment process in 13 states in English. In the latest draft of its standards, Virginia has included all of these English Common Core benchmarks.

- **While this draft is well aligned to the content of the ADP Benchmarks, Virginia should consider the further revisions in the structure and organization of the English Standards of Learning Curriculum Framework that are needed in order to improve the overall focus and coherence of the state's standards.**

In the Quality Review I report, in addition to providing information on specific areas of alignment/non-alignment with the ADP statements, Achieve made a number of recommendations and advised the state to:

- consider the organization of statements;
- include a statement on the cumulative nature of the standards;
- review the progression of expectations across grade levels;
- provide a sample reading list or guidelines for text complexity;
- use a format that more clearly focuses on desired student outcomes and eliminates any confusion or lack of connection between the standard, the notes on Understanding the Standard, the Essential Understanding statements, and the Essential Knowledge, Skills, and Processes statements; and
- add a glossary or short examples to clarify technical terms.

In addition to these prior recommendations, this present draft suggests more revisions are needed. In some cases, the content from the ADP Benchmarks is now included under inappropriate headings. For example, Virginia’s Standard 9.2 states, “The students will make planned oral presentations.” Bullets a through f previously listed criteria for an effective oral presentation (such as including details, examples, using correct language). Now Virginia has also added ADP B1 (Give and follow spoken instructions to perform specific tasks, to answer questions or to solve problems) and B2 (Summarize information presented orally by others) within this list of lettered bullets. These are not criteria for an effective oral presentation so it is unclear how they relate to making a “planned oral presentation.” In this same standard on oral presentations, the state has added 9.2.A “The student will evaluate the aural, visual and written images.” It is unclear exactly how this relates as a sub-category of the strand on “Oral Language” and Standard 9.2 (The student will make planned oral presentations).

Other examples of the addition of ADP content into the Virginia standards in a way that does not present a seamless set of expectations include the following.

- The state has added ADP E1 (Distinguish among facts and opinions, evidence and inferences.) under Virginia statement 10.3 (The student will read, comprehend, and critique literary works). E1 was written to address a skill students would demonstrate with nonfiction/persuasive texts, not literary works. As such, it does not seem a good fit under 10.3.
- The state has added ADP G1 (Evaluate the aural, visual and written images and other special effects used in television, radio, film and the Internet...) under 11.2 (The student will analyze and evaluate informative and persuasive presentations). If the state intends “presentations” to have a broader definition than a student-delivered oral presentation in the classroom, and to include television, radio, film and Internet productions, this should be clarified in 11.2.
- The state has added the following highlighted phrase to the end of 11.3: “The student will read and analyze relationships among American literature, history, and culture in all texts including informational, functional, persuasive, and literary texts.” However, the EKSP statements below this statement relate only to literary texts, by addressing topics such as literary movements, universal characters, and major themes. This could be confusing to teachers.

Conclusion

Virginia’s *English Standards of Learning Curriculum Framework with Additions from Achieve’s American Diploma Project* present student learning expectations that are intellectually demanding and well aligned with the content of the ADP English Benchmarks.



Report on the Rigor and Alignment to College Readiness of the Virginia Standards of Learning

Executive Summary

Mission Statement

The College Board's mission is to connect students to college success and opportunity. We are a not-for-profit membership organization committed to excellence and equity in education.

The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership organization whose mission is to connect students to college success and opportunity. Founded in 1900, the organization is composed of more than 4,700 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three and a half million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®], and the Advanced Placement Program (AP[®]). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

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Introduction

The Virginia Department of Education has asked the College Board to conduct an evaluation of the *Mathematics Standards of Learning for Virginia Public Schools* (Commonwealth of Virginia Department of Education, 2001; hereinafter referred to as the Virginia Mathematics Standards) and the *English Standards of Learning for Virginia Public Schools* (Commonwealth of Virginia Department of Education, 2001; hereinafter referred to as the Virginia English Standards) with regard to their rigor and alignment to college readiness. In providing this report, the College Board views itself as a committed partner in helping the Virginia Department of Education set clear and high expectations for students in order to prepare them for college and for the 21st-century workforce.

This report is based on an alignment analysis comparing the Virginia Standards with the *Mathematics and Statistics College Board Standards for College Success* (College Board, 2006) (herein after referred to as the College Board Mathematics Standards) and the *English Language Arts College Board Standards for College Success* (College Board, 2006) (herein after referred to as the College Board English Standards).

The College Board Standards articulate a framework of high expectations and rigorous academic study beginning in grade 6 that will prepare students for the expectations they will face either in high school Advanced Placement Program (AP[®]) courses or in their college studies. The College Board Standards are based on extensive empirical research to define the knowledge and skills students need to succeed in college. They are also aligned to College Board AP courses. The English language arts Standards are vertically aligned to the AP Literature and Composition and AP Language and Composition courses. The mathematics Standards are vertically aligned to the AP Calculus and AP Statistics courses. The College Board Standards thus define a vertically aligned sequence of course learning expectations that states can use as a model for preparing students to succeed in AP, college, and the workplace.

This report describes the results of a careful comparison of the College Board Standards with the Virginia Standards and their accompanying *Curriculum Frameworks*. The findings and recommendations in this report will provide the Virginia Department of Education an opportunity to ensure that Virginia students who successfully complete a program of study aligned to the Virginia Standards will be prepared for the intellectual rigors they will encounter in college and in the 21st century workplace.

Findings

Mathematics and Statistics

This study reveals that Virginia has much to be proud of. There is clearly good reason why the current Virginia Mathematics Standards have supported a decade-long trend of high performance in mathematics on the National Assessment of Education Progress

(NAEP). Overall, there is strong alignment between the Virginia Mathematics Standards and the College Board Mathematics Standards. The recommendations in this report are meant to assist Virginia in continuing the high performance of its students in mathematics by identifying areas for improvement.

The alignment analysis shows that about half of the areas of weak or nonalignment are in the areas of *data analysis*, *statistics*, *probability*, and *similarity*. The Virginia Standards address these content areas episodically, defining expectations for student learning in these areas in particular years, with little connection and no clear developmental learning progression across years. This leads to excessive spiraling and review of these content areas from one year to another, with courses sometimes reviewing almost all of the content from a previous course.

Our analyses also show that some of the verbs used to describe student performance expectations indicate expectations at a relatively low cognitive level (e.g., use, know). These verbs could be elevated to a higher cognitive level (e.g. apply, compare, analyze).

Recommendations

Based on these analyses, the College Board makes the following recommendations for the Virginia Department of Education to consider in its review of the Virginia Standards in Mathematics:

1. Consider defining learning expectations for data analysis, probability, and statistics within each course in grades 6-12 to articulate a clear developmental learning progression that will prepare students for the quantitative and statistical literacies that are increasingly expected in college and the 21st-century workplace. The College Board Standards for data analysis and statistics require roughly 15 percent of the instructional time in each mathematics course. This is in line with the National Assessment of Educational Progress (NAEP) Mathematics framework, which specifies 15 percent and 25 percent of the grade 8 and grade 12 assessments, respectively, be devoted to data analysis and probability (National Assessment Governing Board, 2004).
2. Consider appropriately elevating some verbs used in the Essential Knowledge and Skills statements to encompass higher activities on Bloom's scale.
3. Consider reorganizing the core material in Algebra II, Trigonometry, and Mathematical Analysis into a two-course sequence of Algebra II and Precalculus. This would better prepare more students for college-level material.
4. Consider adding learning expectations for topic areas not fully addressed in the current Virginia Standards, including a more thorough understanding and application of similarity and having students formalize their understanding of geometry within the structure of an axiomatic system.

English Language Arts

General alignment between the Virginia English Standards and the College Board English Standards is strong. In the sub-disciplines of reading, writing, and research, almost every language arts performance expectation included within the College Board Standards has been addressed at some level from grades 6 through 12. And while the Virginia Standards need further development in defining learning expectations in communication skills, Virginia has at least devoted one of its content standards to that area. Many states have failed to recognize the importance of this significant part of English language arts. The recommendations in this report are meant to support further refinement of an already excellent English curriculum.

Primary Recommendations:

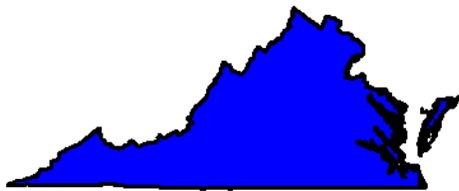
1. Our primary recommendation is that the Virginia Department of Education consider revising the conceptual organization that underlies both the Virginia Standards and the Curriculum Frameworks. Specifically, we encourage the Commonwealth to consider the following:

- a. Reorganize the Standards and Curriculum Frameworks to define knowledge and skill categories (objectives) that make up each standard, and use these consistently for all grade levels in middle school and high school. We believe a single, common set of knowledge and skills categories in English language arts can be used to organize grade level expectations at the secondary level. The current organization of each standard is not consistent across grade levels; therefore, it does not support defining a progressive development of knowledge and skills as students take on increasingly sophisticated texts and tasks. Such a reorganization would improve the focus and coherence of the documents and would help clarify the connections between the Virginia Standards and the Curriculum Frameworks.
- b. Within this single, common set of objectives, use the Essential Knowledge, Skills, and Processes (EKSPs) of the Curriculum Frameworks to define grade level expectations. Develop a coding system that links the EKSPs to the objectives. Clearly articulating and coding the relationships between the EKSPs in the Curriculum Frameworks and the objectives in the Virginia Standards will increase the coherence of the two documents and support a more coherent developmental progression across grade levels.

2. We also encourage the Virginia Department of Education to consider adding more detail to several English language arts content areas:

- Consider expanding the emphasis on developing students' communication skills.
- Consider defining explicit expectations for students' ability to monitor their reading comprehension and use specific reading comprehension strategies.

- Organize writing standards around a more explicit writing process model that will better support instruction.
- Consider basing the Oral Language Standards on a more explicit communication model to provide greater coherence to those Standards.



STATE MATCH

Virginia Standards of Learning

English, Mathematics, and
Science
Grades 8–12

and

ACT[®]
EXPLORE[®], PLAN[®],
and the ACT[®]

February 2007

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About This Report

EXECUTIVE SUMMARY

(pp. 1–2)

This portion summarizes the findings of the alignment between Virginia's Standards of Learning and ACT's Educational Planning and Assessment System (EPAS™) tests—EXPLORE® (8th, and 9th grades); PLAN® (10th grade); and the ACT® (11th and 12th grades). It also presents ACT's involvement in meeting NCLB requirements and describes additional critical information that ACT could provide to Virginia.

SECTION A

(pp. 3–5)

This section provides tables by content area (English, Mathematics, and Science) listing the precise number of Virginia Standards for Learning measured by ACT's EPAS tests by grade level.

SECTION B

(pp. 7–76)

All Virginia Standards for Learning are listed here; each one highlighted is measured by ACT's EPAS tests. Virginia standards listed here are from the *Virginia Standards of Learning Curriculum Framework* (English: November 2002; Mathematics: October 2001; Science: June 2003) as presented on the Virginia Department of Education's website in February 2007. Underlined science content indicates that the content topics are included in, but not directly measured by, ACT's EPAS Science tests.

SECTION C

(pp. 77–86)

ACT's College Readiness Standards appear here. Highlighting indicates that a statement reflects one or more statements in the Virginia Standards of Learning. College Readiness Standards not highlighted are not addressed in the Virginia Standards of Learning.

A supplement is available that identifies the specific ACT College Readiness Standard(s) corresponding to each Virginia Standard for Learning in a side-by-side format. To request this supplement, please e-mail ACT at statematch@act.org.



Executive Summary

We at ACT believe our programs offer many advantages to Virginia students and educators, and this report offers strong evidence for this belief. This alignment analysis clearly answers three critical questions:

1. To what extent do ACT's ACT's Educational Planning and Assessment System (EPAS™) tests—EXPLORE® (8th and 9th grades); PLAN® (10th grade); and the ACT® (11th and 12th grades)—measure Virginia's Standards of Learning?
2. Can the results from ACT's testing programs be used to meet Virginia's NCLB requirement?
3. Why should Virginia choose ACT?

ACT'S TESTS MEASURE
NEARLY ALL OF
VIRGINIA STANDARDS
FOR LEARNING IN
ENGLISH, MATHE-
MATICS, AND SCIENCE.

1. Match Results: Comparisons conducted by our content specialists show that ACT's Reading, English, Writing, Mathematics, and Science tests measure nearly all of Virginia's English, Mathematics, and Science Standards for Learning:

- English: 3 out of 5 strands of English Standards are covered.
Nearly all of Virginia's English Standards are covered by ACT's EPAS English, Reading, and/or Writing tests.
- Mathematics: 6 out of 7 Mathematics courses' Standards are entirely covered.
Nearly all of Virginia's Mathematics Standards are covered by ACT's EPAS Mathematics tests.
- Science: 6 out of 6 Science courses' Standards are entirely covered.
Nearly all of Virginia's Science Standards are covered by ACT's EPAS Science tests.

(A note about science content: ACT's Science tests present content from biology, chemistry, physics, and Earth/space sciences. Although content knowledge in these content areas is needed to answer some of the test questions, the test questions emphasize scientific reasoning and are based in experimental science contexts. Factual content knowledge, although needed to answer some of the test questions, is not systematically sampled from the full content knowledge domain. Therefore, each ACT Science Test covers some, but not all, of the discrete science content knowledge specifically described in the Virginia Science Standards of Learning.

To emphasize the point that content is included, but not necessarily covered in its entirety, on every test form, science content match results appear in parentheses in Section A of this document (which describes the number of Virginia standards measured by ACT's tests), and are underlined rather than highlighted in Section B. Our goal here is to clearly communicate that science content will be included, but each specific content topic will not be covered consistently enough for inferences to be made about student proficiency in all areas.)

Most exceptions to a match between ACT's tests and Virginia's Standards of Learning arise from standards not being assessable in group settings, standards that are personal in nature, and standards requiring measurement over extended time. If additional testing is deemed necessary, ACT would be interested in working with Virginia on developing any necessary augmentation.



STATES CHOOSE ACT BECAUSE:

- **STUDENT MOTIVATION IS HIGH.**
- **ACT'S IS THE ONLY CURRICULUM-BASED ASSESSMENT SYSTEM THAT MEASURES STUDENT READINESS ALONG A CONTINUUM OF EMPIRICALLY DERIVED COLLEGE READINESS BENCHMARKS.**
- **EPAS DATA PROVIDE HELPFUL FEEDBACK FOR TEACHERS, STUDENTS, AND POLICYMAKERS TO MAKE EDUCATIONAL DECISIONS AND IDENTIFY WAYS TO IMPROVE.**

ACT BUILDS ITS DEFINITION OF COLLEGE READINESS ON A SOUND EMPIRICAL BASE:

1. **THE ACT NATIONAL CURRICULUM SURVEY**
2. **ACT'S COLLEGE READINESS BENCHMARK SCORES**
3. **ACT'S COLLEGE READINESS STANDARDS™**

2. **NCLB requirement?** Yes; states like Illinois intend to use ACT components as part of testing that will be submitted to the U.S. Department of Education for NCLB approval.

3. **Why choose ACT?** States and school districts choose ACT's EPAS programs because student motivation is high, and EPAS is the *only curriculum-based assessment system that measures student readiness along a continuum of empirically derived college readiness benchmarks*. Various groups claim to describe what students truly need to know and be able to do for college and/or workplace readiness. Such groups typically ask individual experts in education to gather and discuss what they feel is important for students to understand. Not surprisingly, the answers vary. In contrast, ACT defines college readiness through a unique and rigorous empirical process:

- **The knowledge and skills necessary for students to be ready for college-level work are empirically identified via the ACT National Curriculum Survey.®**

ACT surveys thousands of secondary and postsecondary instructors across the nation to determine which skills and knowledge are most important at each course level and for college and work readiness. The responses drive the test specifications for EXPLORE, PLAN, and the ACT.

- **The empirically derived performance levels necessary for students to be ready to succeed in college-level work are defined in ACT's College Readiness Benchmark Scores.**

ACT analyzed thousands of student records to identify the ACT scores associated with success in postsecondary coursework (i.e., a 50% chance of earning a B or better in credit-bearing first-year college courses): 18 for English, 22 for Math, 21 for Reading, and 24 for Science.

- **Skills and knowledge a student currently has and areas for improvement can be identified by the empirically derived ACT College Readiness Standards.**

Using thousands of student records and responses, content and measurement experts worked backwards to develop data-driven, empirically derived statements of what students typically know and are able to do in various score ranges on ACT's English, Reading, Writing, Mathematics, and Science tests. These statements provide specific details about students' college readiness and can be used to identify next steps for improvement.

In sum, ACT's EPAS programs provide abundant data relevant to Virginia's Standards of Learning and to Virginia students' readiness for college and work.



**Section A: Number of Virginia Standards of Learning
Measured by EXPLORE, PLAN, and the ACT**

**Table A-1. Number of Virginia English Standards for Learning
Measured by EXPLORE, PLAN, and the ACT**

Virginia Strands*	Number of Virginia Standards Measured by ACT's tests	Aspects of Not-Measured Virginia Standards
Oral Language	8th: 0 out of 3 9th: 0 out of 2 10th: 0 out of 2 11th: 0 out of 2 12th: 0 out of 2	Interviewing Oral presentations
Reading	8th: 3 out of 3	
Reading Analysis	9th: 2 out of 3 10th: 2 out of 4 11th: 2 out of 4 12th: 1 out of 3	Read and critique poetry Analyze British literature
Writing	8th: 2 out of 2 9th: 2 out of 2 10th: 2 out of 4 11th: 3 out of 3 12th: 1 out of 1	Critique peer writing
Research	9th: 0 out of 2 10th: 0 out of 1 11th: 0 out of 1 12th: 0 out of 1	Use web to access information Cite sources Write documented research papers
Totals 3 out of 5 Strands	8th: 5 out of 8 9th: 4 out of 9 10th: 4 out of 11 11th: 5 out of 10 12th: 2 out of 7	

*Refer to Virginia's English Standards of Learning on pages 7–25



**Proposed
Revised
English
Standards of
Learning**
for
Virginia
Public Schools

Final Review
January 14, 2010

Introduction

The goals of the English Standards of Learning are to teach students to read, write, and communicate, ~~and to prepare students. They should be prepared~~ to participate in society as literate citizens, equipped with the ability to communicate effectively in their communities, in the workplace, and in postsecondary education. As students progress through the school years, they become active and involved listeners and develop a full command of the English language, evidenced by their use of standard English and their rich speaking and writing vocabularies.

Students become competent readers of a variety of ~~print materials~~ texts and are encouraged to acquire a lifelong love of reading. In kindergarten through third grade, the primary goal is to teach all students to read fluently and to comprehend a variety of fiction and nonfiction selections that relate to all areas of the curriculum. In fourth through twelfth grades, students continue to acquire and refine strategies for comprehending and analyzing selections that encompass all literary ~~types~~ genres, exemplify universal themes, and relate to all subjects. Students in high school become familiar with ~~exemplary~~ a wide variety of authors and classic literary works.

Proficient use of the English language enables students to explore and articulate the complex issues and ideas encountered in public and personal life. Students acquire the ability to make full and effective use of the written language in their future educational, occupational, and personal endeavors.

Organization of the English Standards of Learning

Standards for kindergarten through ~~eighth~~ third grade are organized in three related strands: Oral Language, Reading, and Writing. Standards for ~~ninth~~ fourth through twelfth grades are organized in four related strands: ~~Oral Language~~ Communication: Speaking, Listening, and Media Literacy; ~~Reading Analysis~~; Writing; and Research. Each grade level is preceded by an overview that describes the major concepts and skills that each student will be expected to understand and demonstrate. The standards reflect a comprehensive instructional program and document a progression of expected achievement in each of the strands. This organization of standards also reflects the gradual progression in the development of skills.

Oral Language includes speaking and listening in kindergarten through third grade. In the early grades, students learn to participate in classroom discussion. ~~Over the course of several grade levels,~~ In grades three through twelve, students learn to prepare, ~~and deliver, and critique oral presentations and to critique them in order to improve delivery.~~ In grades four through twelve the Oral Language strand changes to become Communication: Speaking, Listening, and Media Literacy. Students will analyze, develop and produce media messages. However, students' home and cultural languages are the starting point for all language learning; competency in the use of standard English is the goal for all students. ~~Over the course of several grade levels, students learn to prepare, and deliver, and to critique them in order to improve delivery. Students' homes and cultural languages are the starting point for all language learning; however, competency in the use of standard English is the goal for all students.~~ Therefore, daily speaking opportunities, both formal and informal, should be a part of every English curriculum.

Reading begins with an awareness of the concepts of print and the sounds and structure of oral and written language. Students in the primary grades acquire a strong foundation in phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies. Students continue to study the structure of words and language and refine comprehension strategies throughout all grades. In the middle school and high school grades, students ~~focus on the analysis~~ analyze ~~of~~ what they read and

~~the application of what they learn and apply that learning. Both reading in other content areas and reading of nonfictional texts are essential for all students. Daily oral language and reading experiences are essential for all students.~~ Students' appreciation for literature literary texts is enhanced by frequent interaction with a broad array of classic and contemporary literature, which engages the reading skills of students and invites them to develop an appreciation for the power and beauty of the written word. The combination of teachers reading aloud and students selecting reading materials is necessary in helping students develop a lifelong reading habit and an appreciation for literature.

Writing begins with letter formation and the use of letters to represent speech sounds. From kindergarten through twelfth grade, students become increasingly aware of the structure of language and the writing process. Improvement in written communication is achieved through frequent opportunities to apply narrative, ~~persuasive~~, expository, and persuasive/argumentative ~~technical~~ skills. ~~Daily reading, writing, and oral language experiences are essential for all students. The combination of teachers reading aloud and of students selecting reading materials is necessary in helping students develop a lifelong reading habit and an appreciation for literature.~~

Research standards are also developed across grade levels. ~~In grades nine through twelve, research is a separate strand. In kindergarten through eighth third grade, research skills are incorporated in the reading and writing strands. In grades nine four through twelve, research is a separate strand where students learn to access information, evaluate the validity of sources, document those sources, and synthesize that information into a research-based product. Through these standards, students learn to acquire information from a variety of sources to use in planning and delivering presentations and reports.~~

~~Student learning is enhanced through the use of computer technology. Technology enhances student learning. Data access, retrieval, and processing supports instruction in reading, writing, and research. In composition, word processing programs allow students to check spelling, grammar, and style to revise drafts. In the writing process, technology enables students to compose, revise, edit, share, and publish their writing. Information technology is an integral part of student research learning, and helps assisting students to produce effective written and oral presentations communication. However, the use of computer-aided spelling and grammar is not a substitute for learning the rules of English.~~

Although the strands are developed separately, they are integrated in the classroom. Proficiency in reading, writing, listening, speaking, media literacy, and research skills allows students to learn and to use knowledge to make meaningful connections between their lives and academic disciplines. There should be a concerted effort to relate required reading selections in English to studies in other core subjects, including mathematics, science, and history and social science. Standards that incorporate rigor in English help students develop the expected performance competencies.

Kindergarten

The kindergarten student will be immersed in a print-rich environment to develop oral language skills, phonological awareness, print awareness, vocabulary, comprehension, and an appreciation for literature. The reading of fiction and nonfiction ~~selections~~ texts will enable students to develop an awareness of print materials as sources of information and enjoyment. The kindergarten student will have the opportunity to use words that describe people, places, and events. The student will recognize and print letters of the alphabet, use the basic phonetic principles of identifying and writing beginning sounds, identify story elements, and communicate ideas through pictures and writing.

Oral Language

- K.1 The student will demonstrate growth in the use of oral language.
- Listen to a variety of literary forms, including stories and poems.
 - Participate in a variety of oral language activities including choral and echo speaking and recite recitation of short poems, rhymes, songs, and stories with repeated word order patterns.
 - Participate in oral generation of language experience narratives. Participate in creative ~~dramatics.~~ [Moved to SOL K.1d]
 - Participate in creative dramatics. Begin to discriminate between spoken sentences, words, ~~and syllables.~~ [Moved to SOL K.4a]
 - Use complete sentences that include subject, verb, and object. Recognize rhyming words. [Moved to SOL K.4b]
 - ~~Generate rhyming words in a rhyming pattern.~~ [Moved to SOL K.4b]
- K.2 The student will ~~use listening and speaking vocabularies.~~ expand understanding and use of word meanings.
- Increase listening and speaking vocabularies. Use number words. [Moved to SOL K.2b]
 - Use number words. Use words to describe/name people, places, and things. [Moved to SOL K.2c]
 - Use words to describe/name people, places, and things. Use words to describe location, ~~size, color, and shape.~~ [Moved to SOL K.2d]
 - Use words to describe/name location, size, color, and shape. Use words to describe ~~actions.~~ [Moved to SOL K.2e]
 - Use words to describe/name actions. Ask about words not understood. [Moved to SOL K.2f]
 - Ask about words not understood. Follow one-step and two-step directions. [Moved to SOL K.3g]
 - Use vocabulary from other content areas. Begin to ask how and why questions. [Moved to SOL K.3h]

- K.3 The student will build oral communication skills.
- ~~Express ideas in complete sentences and express needs through direct requests. Begin to follow implicit rules for conversation, including taking turns and staying on topic.~~ [Moved to SOL K.3c]
 - ~~Begin to initiate conversations. Express ideas and needs in complete sentences.~~ [Moved to SOL K.3a]
 - Begin to follow implicit rules for conversation, including taking turns and staying on topic.
 - ~~Listen and speak in informal conversations with peers and adults. Begin to use voice level, phrasing, and intonation appropriate for language situation.~~ [Moved to SOL K.3f]
 - ~~Participate in group and partner discussions about various texts and topics. Begin to initiate conversations.~~ [Moved to SOL K.3b]
 - ~~Begin to use voice level, phrasing, and intonation appropriate for various language situations. Participate in discussions about books and specific topics.~~ [Moved SOL to K.3e]
 - Follow one-step and two-step directions.
 - Begin to ask how and why questions.

- K.4 The student will ~~hear~~ identify, say, and manipulate phonemes (small units of sound) of spoken language, segment, and blend various units of speech sounds.
- ~~Begin to discriminate between spoken sentences, words, and syllables. Identify orally words that rhyme.~~ [Moved to SOL K.4b]
 - ~~Identify and produce words that rhyme. Identify words orally according to shared beginning or ending sounds.~~ [Moved to SOL K.4e]
 - Blend and segment multisyllabic words at the syllable level.
 - Divide Segment one-syllable words into speech sounds units (phonemes) including beginning phoneme(s) (onset) and ending (rimes).
 - ~~Divide words into syllables~~ Identify words orally according to shared beginning and/or ending sounds.

Reading

- K.5 The student will understand how print is organized and read.
- Hold print materials in the correct position.
 - Identify the front cover, back cover, and title page of a book.
 - ~~Distinguish between print and pictures. Follow words from left to right and from top to bottom on a printed page.~~ [Moved to SOL K.5d]
 - ~~Follow words from left to right and from top to bottom on a printed page. Match voice with print: syllables, words, and phrases.~~ [Moved to SOL K.5e]
 - ~~Match voice with print: syllables, words, and phrases~~ (concept of word).

- K.6 The student will demonstrate an understanding that print ~~makes sense~~ conveys meaning.
- Identify common signs and logos. ~~Explain that printed materials provide information.~~ [Moved to SOL K.6b]
 - Explain that printed materials provide information. ~~Identify common signs and logos.~~ [Moved to SOL K.6a]
 - Read and explain own writing and drawings. ~~Read ten high-frequency words.~~ [Moved to SOL K.6d]
 - Read his/her name and read fifteen meaningful, concrete words. ~~Read and explain own writing and drawings.~~ [Moved to SOL K.6c]
- K.7 The student will develop an understanding of basic phonetic principles.
- Identify and name the uppercase and lowercase letters of the alphabet.
 - Match consonant, ~~and~~ short vowel, ~~and~~ initial consonant diagraph sounds to appropriate letters.
 - Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. ~~Identify beginning consonant sounds in single-syllable words.~~ [Moved to SOL K.7d]
 - Identify beginning consonant sounds in single-syllable words.
- K.8 The student will expand vocabulary.
- Discuss meanings of words.
 - Develop vocabulary by listening to a variety of texts read aloud.
- K.8 K.9 The student will demonstrate comprehension of fictional ~~and nonfiction~~.
- Identify what an author does and what an illustrator does. ~~Use pictures to make predictions about content.~~ [Moved to SOL K.9c]
 - Relate previous experiences to what is read. ~~Retell familiar stories, using beginning, middle, and end.~~ [Moved to SOL K.9f]
 - Use pictures to make predictions. ~~Discuss characters, setting, and events.~~ [Moved to SOL K.9g]
 - Begin to ask and answer questions about what is read. ~~Use story language in discussions and retellings.~~ [Moved to SOL K.9e]
 - Use story language in discussions and retellings. ~~Identify what an author does and what an illustrator does.~~ [Moved to SOL K.9a]
 - Retell familiar stories, using beginning, middle, and end. ~~Identify the topics of nonfiction selections.~~
 - Discuss characters, setting, and events.
- K.10 The student will demonstrate comprehension of nonfictional texts.
- Use pictures to identify topic and make predictions.
 - Identify text features specific to the topic, such as titles, headings, and pictures.

Writing

- K.9 K.11 The student will print in manuscript ~~the uppercase and lowercase letters of the alphabet independently.~~ [Moved to SOL K.11a]
- Print ~~the~~ uppercase and lowercase letters of the alphabet independently.
 - ~~The student will p~~Print his/her first and last names.

~~K.10~~ The student will print his/her first and last names. [Moved to SOL K.11b)

~~K.11~~ K.12 The student will write to communicate ideas for a variety of purposes.

- a) ~~Differentiate pictures from writing. Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.~~ [Moved to SOL K.12b]
- b) Draw pictures and/or use letters and phonetically spelled words to write about experiences. ~~Write left to right and top to bottom.~~ [Moved to SOL K.12d]
- c) Use letters and beginning consonant sounds to phonetically spell words to describe pictures or write about experiences.
- d) Write left to right and top to bottom.

~~K.12~~ K.13 The student will use available technology for reading and writing

Grade One

Reading is the priority in first grade. The student will be immersed in a print-rich environment to develop oral language skills, phonetic skills, vocabulary, comprehension, and an awareness of print materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and will read familiar selections with fluency and expression. The student will continue to develop an understanding of character, setting, main idea, and story sequence in a variety of texts. The student will increase vocabulary and comprehension strategies by reading ~~age-appropriate materials~~ across the curriculum, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will also demonstrate comprehension of fiction and nonfiction ~~selections~~ texts through classroom discussion and will begin to communicate ideas in writing. ~~The student will become an independent reader by the end of first grade.~~

Oral Language

- 1.1 The student will continue to demonstrate growth in the use of oral language.
- a) Listen and respond to a variety of electronic media, ~~including books, audiotapes, videos,~~ and other age-appropriate materials.
 - b) Tell and retell stories and events in logical order.
 - c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
 - d) Participate in creative dramatics. ~~Express ideas orally in complete sentences.~~ [Moved to SOL 1.1e]
 - e) Express ideas orally in complete sentences.
- 1.2 The student will ~~continue to expand and use listening and speaking vocabularies~~ understanding and use of word meanings.
- a) Increase ~~oral descriptive vocabulary~~ listening and speaking vocabularies.
 - b) Begin to ask for clarification and explanation of words and ideas.
 - c) Use common singular and plural nouns. ~~Follow simple two-step oral directions.~~ [Moved to SOL 1.3d]
 - d) Use vocabulary from other content areas. ~~Give simple two-step oral directions.~~ [Moved to SOL 1.3e]
 - e) ~~Use singular and plural nouns.~~ [Moved to SOL 1.2c]
- 1.3 The student will adapt or change oral language to fit the situation.
- a) Initiate conversation with peers and adults.
 - b) Follow rules for conversation using appropriate voice level in small-group settings.
 - c) Ask and respond to questions. ~~Use appropriate voice level in small-group settings.~~ [Moved to SOL 1.3 b]
 - d) Follow simple two-step oral directions. ~~Ask and respond to questions in small-group settings.~~ [Moved to SOL 1.3c]
 - e) Give simple two-step oral directions.

- 1.4 The student will orally identify, produce, and manipulate ~~phonemes (small units of sound) in syllables and multisyllabic words~~ various units of speech sounds within words.
- ~~Create rhyming words. Count phonemes (sounds) in syllables or words with a maximum of three syllables.~~ [Moved to SOL 1.4b]
 - ~~Count phonemes (sounds) in one-syllable words. Add or delete phonemes (sounds) orally to change syllables or words.~~ [Moved to SOL 1.4e]
 - ~~Blend sounds to make one-syllable words. Create rhyming words orally.~~ [Moved to SOL 1.4a]
 - ~~Segment one-syllable words into individual speech sounds (phonemes). Blend sounds to make word parts and words with one to three syllables.~~ [Moved to SOL 1.4c]
 - ~~Add or delete phonemes (sounds) orally to change make new syllables or words.~~

Reading

- 1.5 The student will apply knowledge of how print is organized and read.
- Read from left to right and from top to bottom.
 - Match spoken words with print.
 - Identify letters, words, ~~and~~ sentences, and ending punctuation.
 - Read his/her own writing.
- 1.6 The student will apply phonetic principles to read and spell.
- Use beginning and ending consonants to decode and spell single-syllable words.
 - Use two-letter consonant blends to decode and spell single-syllable words.
 - Use beginning consonant digraphs to decode and spell single-syllable words.
 - Use short vowel sounds to decode and spell single-syllable words.
 - Blend beginning, middle, and ending sounds to recognize and read words.
 - Use word patterns to decode unfamiliar words.
 - ~~Use~~ Read and spell simple two-syllable compound words.
 - ~~Read and spell commonly used, high-frequency sight words, including *the, said,* and *come.*~~
- 1.7 The student will use ~~meaning~~ semantic clues and ~~language structure~~ syntax to expand vocabulary when reading.
- ~~Use words, phrases, and sentences. Use titles and pictures.~~ [Moved to SOL 1.7b]
 - ~~Use titles and pictures. Use knowledge of the story and topic to read words.~~ [Moved to SOL 1.7c]
 - ~~Use information in the story to read words. Use knowledge of sentence structure.~~ [Moved to SOL 1.7d]
 - ~~Use knowledge of sentence structure. Reread and self-correct.~~ [Moved to SOL 1.7f]
 - Use knowledge of story structure.
 - Reread and self-correct.
- 1.8 The student will expand vocabulary.
- Discuss meanings of words in context.
 - Develop vocabulary by listening to and reading a variety of texts.
 - Ask for the meaning of unknown words and make connections to familiar words.
 - Use text clues such as words or pictures to discern meanings of unknown words.
 - Use vocabulary from other content areas.

~~1.8~~ ~~1.9~~ The student will read and re-read familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

~~1.9~~ ~~1.10~~ ~~1.9~~ The student will read and demonstrate comprehension of a variety of fictional texts. ~~and nonfiction.~~

- a) Preview the selection.
- b) Set a purpose for reading.
- c) Relate previous experiences to what is read.
- d) Make and confirm predictions ~~about content~~.
- e) Ask and answer who, what, when, where, why, and how questions about what is read.
- f) Identify characters, setting, and important events.
- g) Retell stories and events, using beginning, middle, and end.
- h) Identify the ~~topic or~~ main idea or theme.
- i) Read and re-read familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

~~1.11~~ ~~1.10~~ The student will read and demonstrate comprehension of a variety of nonfictional texts.

- a) Preview the selection.
- b) Use prior and background knowledge as context for new learning.
- c) Set a purpose for reading.
- d) Identify text features such as pictures, headings, charts, and captions.
- e) Make and confirm predictions.
- f) Ask and answer who, what, where, when, why, and how questions about what is read.
- g) Identify the main idea.
- h) Read and re-read familiar passages with fluency, accuracy, and meaningful expression.

~~1.10~~ ~~1.12~~ ~~1.11~~ The student will use simple reference materials.

- a) Use knowledge of alphabetical order by first letter.
- b) Use a picture dictionary to find meanings of unfamiliar words.

Writing

~~1.11~~ ~~1.13~~ ~~1.12~~ The student will print legibly.

- a) Form letters accurately.
- b) Space words ~~and~~ within sentences.
- c) Use the alphabetic code to write unknown words phonetically.

~~1.12~~ ~~1.14~~ ~~1.13~~ The student will write to communicate ideas for a variety of purposes.

- a) Generate ideas.
- b) Focus on one topic.
- c) ~~Use~~ Revise by adding descriptive words when writing about people, places, things, and events.
- d) Use complete sentences in final copies.
- e) Begin each sentence with a capital letter and use ending punctuation in final copies.
- f) Use correct spelling for ~~high frequency~~ commonly used sight words and phonetically regular words in final copies.
- g) Share writing with others.
- h) ~~Use available technology.~~ [Moved to SOL 1.14]

~~1.15~~ ~~1.14~~ The student will use available technology for reading and writing.

Grade Two

Reading continues to be a priority in second grade. The student will be immersed in an print-rich environment filled with fiction and nonfiction ~~selections~~ texts, which relate to all areas of the curriculum and interest. The student will expand vocabulary by speaking and listening effectively in classroom discussions, use a combination of strategies when reading, and read ~~age-appropriate~~ familiar selections with fluency and expression. The student will learn comprehension strategies for fiction and nonfiction ~~materials~~ texts. The student will be asked to identify main ideas, to make and confirm predictions, and to formulate questions about learning in all subjects, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will write stories, letters, and simple explanations; apply simple grammatical principles to writing; and locate information in reference materials.

Oral Language

- 2.1 The student will demonstrate an understanding of oral language structure.
- Create oral stories to share with others.
 - Create and participate in oral dramatic activities.
 - Use correct verb tenses in oral communication.
 - Use increasingly complex sentence structures in oral communication.
 - Begin to self-correct errors in language use.
- 2.2 The student will ~~continue to expand understanding and use of word meanings~~ listening and speaking vocabularies. [Moved to SOL 2.2a]
- Increase listening and speaking vocabularies. Use words that reflect a growing range of interests and knowledge. [Moved to SOL 2.2b]
 - Use words that reflect a growing range of interests and knowledge. Clarify and explain words and ideas orally. [Moved to SOL 2.2c]
 - Clarify and explain words and ideas orally. Follow oral directions with three or four steps. [Moved to SOL 2.3e]
 - Identify and use synonyms and antonyms. Give three-step and four-step directions. [Moved SOL to 2.3f]
 - Use vocabulary from other content areas. Identify and use synonyms and antonyms in oral communication. [Moved to SOL 2.2d]
- 2.3 The student will use oral communication skills.
- Use oral language for different purposes: to inform, to persuade, ~~and~~ to entertain, to clarify, and to respond.
 - Share stories or information orally with an audience.
 - Participate as a contributor and leader in a group.
 - ~~Summarize~~ Retell information shared ~~orally~~ by others.
 - Follow three- and four-step directions.
 - Give three-step and four-step directions.

- 2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.
- a) Count phonemes (sounds) within one-syllable words.
 - b) Blend sounds to make one-syllable words.
 - c) Segment one-syllable words into individual speech sounds (phonemes).
 - d) Add or delete phonemes (sounds) to make words.
 - e) Blend and segment multisyllabic words at the syllable level.

Reading

- 2.4 ~~The student will use phonetic strategies when reading and spelling. [Moved to SOL 2.5]~~
- a) ~~Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words. [Moved to SOL 2.5a]~~
 - b) ~~Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words. [Moved to SOL 2.5b]~~
 - e) ~~Decode regular multisyllabic words. [Moved to SOL 2.5c]~~

- ~~2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. [Entire SOL moved to the Oral Language strand]~~
- ~~a) Count phonemes (sounds) within one-syllable words.~~
 - ~~b) Blend sounds to make one-syllable words.~~
 - ~~e) Segment one-syllable words into individual speech sounds (phonemes).~~
 - ~~d) Add or delete phonemes (sounds) to make words.~~
 - ~~e) Blend and segment multisyllabic words at the syllable level.~~

- 2.4 2.5 The student will use phonetic strategies when reading and spelling.
- a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
 - b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.
 - c) Decode regular multisyllabic words.

- 2.5 2.6 The student will use meaning semantic clues and language structure syntax to expand vocabulary when reading.
- a) Use information in the story to read words.
 - b) Use knowledge of sentence structure.
 - c) Use knowledge of story structure and sequence.
 - d) Reread and self-correct.

- 2.6 2.7 The student will use language structure to expand vocabulary when reading.
- a) Use knowledge of homophones. Use knowledge of prefixes and suffixes. [Moved to SOL 2.7b]
 - b) Use knowledge of prefixes and suffixes. Use knowledge of contractions and singular possessives. [Moved to SOL 2.13f]
 - c) Use knowledge of antonyms and synonyms. Use knowledge of simple abbreviations. [Moved to SOL 2.13g]
 - d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. Use knowledge of antonyms and synonyms. [Moved to SOL 2.7c]
 - e) Use vocabulary from other content areas.

~~2.7~~ ~~The student will read fiction and nonfiction, using a variety of strategies independently.~~
[Moved to SOL 2.8 and SOL 2.9]

- ~~a) Preview the selection by using pictures, diagrams, titles, and headings.~~
- ~~b) Set purpose for reading.~~
- ~~c) Read stories, poems, and passages with fluency and expression.~~
- ~~d) Reread and self-correct when necessary. [Moved to SOL 2.6d]~~

~~2.8~~ ~~The student will read and re-read familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.~~

~~2.8~~ ~~2.9~~ ~~2.8~~ The student will read and demonstrate comprehension of fictional texts and nonfiction.

- a) Make and confirm predictions about content.
- b) Relate previous experiences to the main idea. ~~Read to confirm predictions.~~ [Moved to SOL 2.8a]
- c) Ask and answer questions about what is read. ~~Relate previous experiences to the topic.~~ [Moved to SOL 2.8b]
- d) Locate information to answer questions. ~~Ask and answer questions about what is read.~~ [Moved to SOL 2.8c]
- e) Describe characters, setting, and important events in fiction and poetry. ~~Locate information to answer questions.~~ [Moved to SOL 2.8d]
- f) Identify the problem and solution. ~~Describe characters, setting, and important events in fiction and poetry.~~ [Moved to SOL 2.8e]
- g) Identify the ~~problem, solution, and~~ main idea.
- h) Summarize stories and events with beginning, middle, and end in the correct sequence. ~~Identify the problem, solution, and main idea.~~ [Moved to SOL 2.8f and SOL 2.8g]
- i) Draw conclusions based on the text.
- j) Read and re-read familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

~~2.10~~ ~~2.9~~ The student will read and demonstrate comprehension of nonfictional ~~text~~s.

- a) Preview the selection using text features.
- b) Make and confirm predictions about the main idea.
- c) Use prior and background knowledge as context for new learning.
- d) Set purpose for reading.
- e) Ask and answer questions about what is read.
- f) Locate information to answer questions.
- g) Identify the main idea.
- h) Read and re-read familiar passages with fluency, accuracy, and meaningful expression.

~~2.9~~ ~~2.11~~ ~~2.10~~ The student will demonstrate comprehension of information in reference materials.

- a) Use table of contents.
- b) Use pictures, captions, and charts.
- c) Use dictionaries, glossaries, and indices.
- d) Use online resources.

Writing

~~2.102.12~~2.11 The student will maintain legible manuscript printing and begin to make the transition to cursive.

~~2.112.13~~2.12 The student will write stories, letters, and simple explanations.

- a) Generate ideas before writing.
- b) Organize writing to include a beginning, middle, and end for narrative and expository writing.
- c) Expand writing to include descriptive detail. Revise writing for clarity. [Moved to SOL 2.12d]
- d) Revise writing for clarity. Use available technology.

~~2.122.14~~2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

- a) Recognize and use complete sentences.
- b) Use and punctuate declarative, interrogative, and exclamatory sentences.
- c) Capitalize all proper nouns and the word *I*.
- d) Use singular and plural nouns and pronouns.
- e) Use apostrophes in contractions, ~~including *don't*, *isn't*, and *can't*~~ and possessives.
- f) Use contractions and singular possessives. Use correct spelling for high frequency sight words, including compound words and regular plurals. [Moved to SOL 2.13h]
- g) Use knowledge of simple abbreviations.
- h) Use correct spelling for ~~high frequency~~ commonly used sight words, including compound words and regular plurals.
- i) Use commas in the salutation and closing of a letter.
- j) Use verbs and adjectives correctly in sentences.

~~2.15~~2.14 The student will use available technology for reading and writing.

Grade Three

Reading continues to be a priority in third grade. Emphasis is on learning about words, reading ~~age-appropriate~~ text with fluency and expression, and learning comprehension strategies. The student will read a variety of fiction and nonfiction ~~literature~~ texts, which relates to all areas of the curriculum. The student will use effective communication skills in group activities and will present brief oral reports. Reading comprehension strategies will be applied in all subjects, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will plan, draft, revise, and edit stories, simple explanations, and short reports. In addition, the student will gather and use information from print and ~~nonprint~~ electronic sources. The student also will write legibly in cursive.

Oral Language

- 3.1 The student will use effective communication skills in group activities.
- Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
 - Ask and respond to questions from teachers and other group members.
 - Explain what has been learned.
 - Use language appropriate for context.
 - Increase listening and speaking vocabularies.
- 3.2 The student will present brief oral reports using visual media.
- Speak clearly.
 - Use appropriate volume and pitch.
 - Speak at an understandable rate.
 - Organize ideas sequentially or around major points of information.
 - Use ~~grammatically correct~~ contextually appropriate language and specific vocabulary to communicate ideas.

Reading

- 3.3 The student will apply word-analysis skills when reading.
- Use knowledge of ~~all~~ regular and irregular vowel patterns.
 - Decode regular multisyllabic words. ~~Use knowledge of homophones.~~ [Moved to SOL 3.4a]
 - ~~Decode regular multisyllabic words.~~ [Moved to SOL 3.3b]
- 3.4 ~~The student will use strategies to read a variety of fiction and nonfiction materials.~~ [Moved to SOL 3.5 and SOL 3.6]
- ~~Preview and use text formats.~~ [Moved to SOL 3.6c]
 - ~~Set a purpose for reading.~~
 - ~~Apply meaning clues, language structure, and phonetic strategies.~~ [Moved to SOL 3.4c]
 - ~~Use context to clarify meaning of unfamiliar words.~~ [Moved to SOL 3.4d]
 - ~~Read fiction and nonfiction fluently and accurately.~~ [Moved to SOL 3.5m and SOL 3.6l]
 - ~~Reread and self-correct when necessary.~~ [Move to Curriculum Framework]

- 3.4 The student will expand vocabulary when reading.
- Use knowledge of homophones.
 - Use knowledge of roots, affixes, synonyms, and antonyms.
 - Apply meaning clues, language structure, and phonetic strategies.
 - Use context to clarify meaning of unfamiliar words.
 - Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
 - Use vocabulary from other content areas.
 - Use word reference resources including the glossary, dictionary, and thesaurus.

~~3.5 The student will read fiction and nonfiction with fluency, accuracy, and meaningful expression.~~

- 3.5 ~~3.6~~ 3.5 The student will read and demonstrate comprehension of fictional text and poetry.
- Set a purpose for reading.
 - Make connections between previous experiences and reading selections.
 - Make, confirm, or revise predictions.
 - Compare and contrast settings, characters, and events.
 - Identify the author's purpose.
 - Ask and answer questions about what is read.
 - Draw conclusions about text character and plot.
 - Identify the problem and solution. Organize information and events logically.
 - Identify the main idea. Summarize major points found in fiction materials
 - Identify supporting details. Understand basic plots of fairy tales, myths, folktales, legends, and fables.
 - Use reading strategies to monitor comprehension throughout the reading process.
 - Differentiate between fiction and nonfiction.
 - Read with fluency and accuracy.

- 3.6 ~~3.7~~ 3.6 The student will continue to read and demonstrate comprehension of nonfictional texts.
- Identify the author's purpose.
 - Use prior and background knowledge as context for new learning. Make connections between previous experiences and reading selections.
 - Preview and use text features. Ask and answer questions about what is read. [Moved to SOL 3.6d]
 - Ask and answer questions about what is read. Draw conclusions. [Moved to SOL 3.6e]
 - Draw conclusions based on text. Organize information and events logically.
 - Summarize major points found in nonfiction ~~materials~~ texts.
 - Identify the main idea. Identify the characteristics of biographies and autobiographies. [Moved to SOL 3.6i]
 - Identify supporting details. Compare and contrast the lives of two persons as described in biographies and/or autobiographies. [Moved to SOL 3.6i]
 - Identify Compare and contrast the characteristics of biographies and autobiographies.
 - Use reading strategies to monitor comprehension throughout the reading process.
 - Identify new information gained from reading.
 - Read with fluency and accuracy.

- ~~3.7~~ ~~3.8~~ 3.7 The student will ~~use demonstrate~~ demonstrate comprehension of information from a variety of print and electronic resources. [~~Moved to SOL 3.4g~~]
- ~~Use dictionary, glossary, thesaurus, encyclopedias, and other reference books, including online reference materials. [Moved to SOL 3.4g]~~
 - Use table of contents, indices, and charts. Use available technology.

Writing

~~3.8~~ ~~3.9~~ 3.8 The student will write legibly in cursive.

~~3.9~~ ~~The student will write descriptive paragraphs. [Moved to SOL 3.9]~~

- ~~Develop a plan for writing.~~
- ~~Focus on a central idea.~~
- ~~Group related ideas.~~
- ~~Include descriptive details that elaborate the central idea.~~
- ~~Revise writing for clarity.~~

~~3.10~~ 3.9 The student will write for a variety of purposes, including stories, letters, simple explanations, and short reports across all content areas.

- Identify the intended audience. Use a variety of planning strategies. [~~Moved to SOL 3.9b~~]
- Use a variety of pre-writing strategies. Organize information according to the type of writing. [~~Moved to SOL 3.9e~~]
- Write a clear topic sentence focusing on the main idea. Identify the intended audience.
- Write a paragraph on the same topic. Revise writing for specific vocabulary and information.
- Use strategies for ~~Organize~~ organization of information and elaboration information according to the type of writing. Use available technology.
- ~~Use strategies for organization and elaboration. [Moved to SOL 3.9e]~~
- ~~Include descriptive details that elaborate the central main idea.~~
- ~~Revise writing for clarity of content using specific vocabulary and information.~~

~~3.11~~ 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

- ~~Use complete and varied sentences.~~
- Use transition words to vary sentence structure. Use the word *I* in compound subjects. [~~Moved to SOL 3.10c~~]
- Use the word *I* in compound subjects. Use past and present verb tense. [~~Moved to SOL 3.10d~~]
- Use past and present verb tense. Use singular possessives. [~~Moved to SOL 3.10e~~]
- Use singular possessives. Use commas in a simple series. [~~Moved to SOL 3.10f~~]
- Use commas in a simple series. Use simple abbreviations. [~~Moved to SOL 3.10g~~]
- Use simple abbreviations. Use apostrophes in contractions with pronouns. [~~Moved to SOL 3.10h~~]
- Use apostrophes in contractions with pronouns and in possessives. Use correct spelling for high frequency sight words, including irregular plurals. [~~Moved to SOL 3.10j~~]
- Use the articles *a*, *an*, and *the* correctly.
- Use correct spelling for high frequency frequently used sight words, including irregular plurals.

~~3.12~~ 3.11 The student will write a short report.

- a) Construct questions about the topic.
- b) Identify appropriate resources.
- c) Collect and organize information about the topic into a short report.
- d) Understand the difference between plagiarism and using own words.

~~3.13~~ 3.12 The student will use available technology for reading and writing.

Grade Four

In fourth grade, reading and writing skills support an increased emphasis on content-area learning and utilization of ~~the a variety of resources of the media center, especially~~ to locate and read primary sources of information. A significant percentage of reading material will relate to the study of mathematics, science, and history and social science. The student will use text organizers, summarize information, formulate questions, and draw conclusions to demonstrate reading comprehension. The student will also read classic and contemporary literature selections by a variety of authors. The student will continue to increase communication skills in large- and small-group settings. The introduction of media messages will begin in fourth grade and continue in fifth grade. ~~In addition~~ Additionally, the student will plan, draft, revise, and edit narratives and explanations. The student will ~~also~~ routinely use ~~information resources and~~ word references while writing. The student will demonstrate comprehension of information resources to research a topic and understand the difference between plagiarism and using his/her own words.

Oral Language Communication: Speaking, Listening, Media Literacy

- 4.1 The student will use effective oral communication skills in a variety of settings.
- Present accurate directions to individuals and small groups.
 - Contribute to group discussions across content areas.
 - Seek ideas and opinions of others.
 - Use evidence to support opinions.
 - Use grammatically correct language and specific vocabulary to communicate ideas.
 - Communicate new ideas to others.
 - Demonstrate the ability to collaborate with diverse teams.
 - Demonstrate the ability to work independently.
- 4.2 The student will make and listen to oral presentations and reports.
- Use subject-related information and vocabulary.
 - Listen to and record information.
 - Organize information for clarity.
 - Use language and style appropriate to the audience, topic, and purpose.
- 4.3 The student will learn how media messages are constructed and for what purposes.
- Differentiate between auditory, visual, and written media messages.
 - Identify the characteristics of various media messages.

Reading

~~4.3~~ ~~4.4~~ The student will ~~read fiction and nonfiction with fluency and accuracy~~ expand vocabulary when reading.

- a) Use context to clarify meanings of unfamiliar words.
- b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
Explain words with multiple meanings.
- c) Use word-reference materials, including the glossary, dictionary, and thesaurus. Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words. [Moved to SOL 4.4b]
- d) Develop vocabulary by listening to and reading a variety of texts. Use word-reference materials, including the glossary, dictionary, and thesaurus. [Moved to SOL 4.4c]
- e) Use vocabulary from other content areas.

~~4.5~~ ~~The student will read fiction and nonfiction with fluency, accuracy, and meaningful expression.~~

~~4.4~~ ~~4.6~~ ~~4.5~~ The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.

- a) Explain the author's purpose.
- b) Describe how the choice of language, setting, characters, and information contributes to the author's purpose.
- c) Identify the main idea. Compare the use of fact and fantasy in historical fiction with other forms of literature.
- d) Summarize supporting details. Identify major events and supporting details. [Moved to SOL 4.5c]
- e) Identify the problem and solution. Describe the relationship between text and previously read materials. [Moved to SOL 4.5f]
- f) Describe the relationship between text and previously read materials. Identify sensory words. [Moved to SOL 4.5g]
- g) Identify sensory words.
- h) Draw conclusions/make inferences about text.
- i) Make, confirm, or revise predictions.
- j) Identify cause and effect relationships.
- ~~j~~k) Use reading strategies throughout the reading process to monitor comprehension.
- l) Read with fluency and accuracy.

- 4.5 ~~4.7~~ 4.6 The student will read and demonstrate comprehension of nonfictional ~~at~~ texts.
- a) Use text ~~organizers~~ structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
 - b) Formulate questions that might be answered in the selection.
 - c) Explain the author's purpose.
 - d) Identify the main idea. ~~Make simple inferences, using information from texts.~~ [Moved to Sol 4.6f]
 - e) Summarize supporting details. ~~Draw conclusions, using information from texts.~~ [Moved to SOL 4.6f]
 - f) Draw conclusions and make simple inferences using ~~textural~~ textual information as support. ~~Summarize content of selection, identifying important ideas and providing details for each important idea.~~ [Moved to SOL 4.6d and SOL 4.6e]
 - g) Distinguish between cause and effect. ~~Describe relationship between content and previously learned concepts or skills.~~ [Moved to SOL 4.6i]
 - h) Distinguish between ~~cause and effect and between~~ fact and opinion.
 - i) Use prior knowledge and build additional background knowledge as context for new learning. ~~Identify new information gained from reading.~~ [Moved to SOL 4.6j]
 - j) Identify new information gained from reading.
 - k) Use reading strategies throughout the reading process to monitor comprehension.
 - l) Read with fluency and accuracy.
- 4.6 ~~The student will demonstrate comprehension of information resources to research a topic.~~
[Moved to SOL 4.9]
- a) ~~Construct questions about a topic.~~
 - b) ~~Collect information, using the resources of the media center, including online, print, and media resources.~~
 - e) ~~Evaluate and synthesise information.~~

Writing

- ~~4.7~~ ~~4.8~~ 4.7 The student will write ~~effective cohesively narratives, poems, and explanations~~ for a variety of purposes.
- a) Identify intended audience. Focus on one aspect of a topic. [Moved to SOL 4.7b]
 - b) Focus on one aspect of a topic. Develop a plan for writing. [Moved to SOL 4.7c]
 - c) Use a variety of pre-writing strategies. Organize writing to convey a central idea. [Moved to SOL 4.7d]
 - d) Organize writing to convey a central idea. Write several related paragraphs on the same topic. [Moved to SOL 4.7g]
 - e) Recognize different modes of writing have different patterns of organization. Utilize elements of style, including word choice and sentence variation.
 - f) Write a clear topic sentence focusing on the main idea. Write rhymed, unrhymed, and patterned poetry. [Move to Curriculum Framework]
 - g) Write two or more related paragraphs on the same topic. Use available technology.
 - h) Use transition words for sentence variety.
 - i) Utilize elements of style, including word choice and sentence variation.
 - j) Revise writing for clarity of content using specific vocabulary and information.
 - k) Include supporting details that elaborate the main idea.
- ~~4.8~~ ~~4.9~~ 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, ~~and~~ sentence structure, and paragraphing.
- a) Use subject-verb agreement.
 - b) Include prepositional phrases.
 - c) Eliminate double negatives.
 - d) Use noun-pronoun agreement.
 - e) Use commas in series, dates, and addresses.
 - f) Incorporate adjectives and adverbs.
 - g) Use the articles *a*, *an*, and *the* correctly. [Moved to SOL 3.10i]
 - h) Use correct spelling for frequently used words, including common homophones.
 - h) Use singular possessives.

Research

- ~~4.10~~ ~~4.9~~ 4.9 The student will demonstrate comprehension of information resources to research a topic.
- a) Construct questions about a topic.
 - b) Collect information from multiple resources including online, print, and media.
 - c) Use technology as a tool to organize, evaluate, and communicate information.
 - d) Give credit to sources used in research.
 - e) Understand the difference between plagiarism and using own words.

Grade Five

In fifth grade, reading and writing skills continue to support an increased emphasis on content-area learning and utilization of ~~the a variety of resources of the media center, especially~~ to locate and read primary sources of information. The student will read texts in all subjects and will acquire information to answer questions, generate hypotheses, make inferences, support opinions, confirm predictions, compare and contrast relationships, and formulate conclusions. The student will continue to develop an appreciation for literature by reading a variety of fiction and nonfiction selections. The student will continue to increase communication skills used in learning activities and create a project using online, print, and media resources ~~to prepare presentations~~. The student will use oral and written communication skills to describe key concepts and information contained in the mathematics, science, and history and social science Standards of Learning. In addition, the student will plan, draft, revise, and edit writings to describe, to entertain, ~~and to explain, and to persuade~~. The student will define the meaning and consequences of plagiarism.

Oral Language Communication: Speaking, Listening, Media Literacy

- 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.
- Participate in and contribute to discussions across content areas.
 - Organize information to present in reports of group activities.
 - Summarize information gathered in group activities.
 - Communicate new ideas to others.
 - Demonstrate the ability to collaborate with diverse teams.
 - Demonstrate the ability to work independently.
- 5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.
- Maintain eye contact with listeners.
 - Use gestures to support, accentuate, and dramatize verbal message.
 - Use facial expressions to support and dramatize verbal message.
 - Use posture appropriate for communication setting.
 - Determine appropriate content for audience.
 - Organize content sequentially around major ideas.
 - Summarize main points as they relate to main idea or supporting details.
 - Incorporate visual media to support the presentation.
 - Use language and style appropriate to the audience, topic, and purpose.
- 5.3 ~~The student will make planned oral presentations. [Moved SOL to 5.2]~~
- ~~Determine appropriate content for audience.~~
 - ~~Organize content sequentially or around major ideas.~~
 - ~~Summarize main points before or after presentation~~
 - ~~Incorporate visual aids to support the presentation.]~~
 - ~~Use grammatically correct language and specific vocabulary.~~
- 5.3 The student will learn how media messages are constructed and for what purposes.
- Differentiate between auditory, visual, and written media messages.
 - Identify the characteristics and effectiveness of a variety of media messages.

Reading

- 5.4 The student will ~~read fiction and nonfiction with fluency and accuracy~~ expand vocabulary when reading.
- Use context to clarify meaning of unfamiliar words and phrases.
 - Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. Use knowledge of root words, prefixes, and suffixes. [Moved to SOL 5.4c]
 - Use knowledge of roots, affixes, synonyms, antonyms, and homophones. Use dictionary, glossary, thesaurus, and other word-reference materials. [Moved to SOL 5.4e]
 - Identify an author's use of figurative language.
 - Use dictionary, glossary, thesaurus, and other word-reference materials.
 - Develop vocabulary by listening to and reading a variety of texts.
 - Study word meanings across content areas.
- ~~5.5~~ The student will read fiction and nonfiction with fluency, accuracy, and meaningful expression.
- 5.5 ~~5.6~~ 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.
- Describe the relationship between text and previously read materials.
 - Describe character development. ~~in fiction and poetry selections.~~
 - Describe the development of plot and explain ~~how conflicts are resolved~~ the resolution of conflict(s).
 - Describe the characteristics of free verse, rhymed, and patterned poetry.
 - Describe how an author's choice of vocabulary ~~and style~~ contributes to the ~~quality and enjoyment of selections to the~~ author's style.
 - Identify and ask questions that clarify various points of view.
 - Identify main idea.
 - Summarize supporting details from text.
 - Draw conclusions and make inferences from text.
 - Identify cause- and effect relationships.
 - Make, confirm, or revise predictions.
 - Use reading strategies throughout the reading process to monitor comprehension.
 - Read with fluency and accuracy.
- 5.6 ~~5.7~~ 5.6 The student will read and demonstrate comprehension of ~~nonfictional~~ texts.
- Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
 - Use prior knowledge and build additional background knowledge as context for new learning. Identify structural patterns found in nonfiction. [Moved to SOL 5.6f]
 - Skim materials to develop a general overview of content and to locate specific information. Locate information to support opinions, predictions, and conclusions. [Moved to SOL 5.6g]
 - Identify the main idea of nonfictional texts. Identify cause and effect relationships. [Moved to SOL 5.6h]
 - Summarize supporting details in nonfictional texts. Identify compare and contrast relationships. [Moved to SOL 5.6j]
 - Identify structural patterns found in nonfiction. Skim materials to develop a general overview of content and to locate specific information. [Moved to SOL 5.6c]

- g) Locate information to support opinions, predictions, and conclusions. Identify new information gained from reading. [Moved to SOL 5.6k]
- h) Identify cause-and-effect relationships following transition words signaling the pattern.
- i) Differentiate between fact and opinion.
- j) Identify, compare, and contrast relationships.
- k) Identify new information gained from reading.
- l) Use reading strategies throughout the reading process to monitor comprehension.
- m) Read with fluency and accuracy.

- 5.7 ~~The student will demonstrate comprehension of information from a variety of print resources.~~
- a) ~~Develop notes that include important concepts, summaries, and identification of information sources.~~ [Moved to SOL 5.9e]
 - b) ~~Organize information on charts, maps, and graphs.~~[Moved to SOL 5.9d]

Writing

- ~~5.8~~ 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain, and to persuade.
- a) Identify intended audience. Choose planning strategies for various writing purposes. [Moved to SOL 5.7b]
 - b) Use a variety of prewriting strategies. Organize information. [Moved to SOL 5.7c]
 - c) Organize information to convey a central idea. Demonstrate awareness of intended audience. [Moved to SOL 5.7a]
 - d) Write a clear topic sentence focusing on the main idea. Use precise and descriptive vocabulary to create tone and voice. [Moved to SOL 5.7f]
 - e) Write multiparagraph compositions. Vary sentence structure. [Moved to SOL 5.7g]
 - f) Use precise and descriptive vocabulary to create tone and voice. Revise writing for clarity. [Moved to SOL 5.7h]
 - g) Vary sentence structure by using transition words. Use available technology to access information. [Moved to SOL 5.9c]
 - h) Revise for clarity of content using specific vocabulary and information.
 - i) Include supporting details that elaborate the main idea.

- ~~5.9~~ 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, ~~and~~ sentence structure, and paragraphing.
- a) Use plural possessives.
 - b) Use adjective and adverb comparisons.
 - c) Identify and use interjections.
 - d) Use apostrophes in contractions and possessives.
 - e) Use quotation marks with dialogue.
 - f) Use commas to indicate interrupters. ~~and in the salutation and closing of a letter.~~
 - g) Use a hyphen to divide words at the end of a line.
 - h) Edit for ~~clausal fragments, and run-on sentences, and excessive coordination.~~
 - i) Eliminate double negatives.
 - j) Use correct spelling of commonly used words.
 - k) Identify and use conjunctions.

Research

- ~~5.10~~ 5.9 The student will find, evaluate, and select appropriate resources for a research product.
- a) Construct questions about a topic.
 - b) Collect information from multiple resources including online, print, and media.
 - c) Use technology as a tool to research, organize, evaluate, and communicate information.
 - d) Organize information presented on charts, maps, and graphs.
 - e) Develop notes that include important concepts, summaries, and identification of information sources.
 - f) Give credit to sources used in research.
 - g) Define the meaning and consequences of plagiarism.

Grade Six

The sixth-grade student will be an active participant in classroom discussions. The student will present personal opinions, understand differing viewpoints, distinguish between fact and opinion, and analyze the effectiveness of group communication. The student will continue in the study of the elements of media literacy as introduced in earlier grades. The student will begin the study of word origins and continue vocabulary development. The student will read independently a variety of fiction and nonfiction texts, including a significant number of classic works, for appreciation and comprehension. The student will also plan, draft, revise, and edit narratives, descriptions, and explanations, with attention to composition and style as well as sentence formation, usage, and mechanics. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. In addition, reading and writing will be used as tools for learning academic concepts, and available technology will be used as appropriate as a tool to research, organize, and communicate information. As in earlier grades, the meaning and consequences of plagiarism will be stressed.

Oral Language Communication: Speaking, Listening, Media Literacy

- 6.1 The student will ~~analyze oral participation~~ participate in and contribute to small-group activities.
- Communicate as leader and contributor.
 - Evaluate own contributions to discussions.
 - Summarize and evaluate group activities.
 - Analyze the effectiveness of participant interactions.
- 6.2 The student will present, listen critically and express opinions in oral presentations.
- Distinguish between fact and opinion.
 - Compare and contrast viewpoints.
 - Present a convincing argument.
 - Paraphrase and summarize what is heard.
 - ~~Summarize what is heard.~~ [Moved to SOL 6.2d]
 - ~~e) Use grammatically correct~~ language and vocabulary appropriate to audience, topic, and purpose.
- 6.3 The student will understand the elements of media literacy.
- Compare and contrast auditory, visual, and written media messages.
 - Identify the characteristics and effectiveness of a variety of media messages.
 - Craft and publish audience-specific media messages.

Reading

- 6.3 6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.
- Identify word origins, and derivations, and inflections.
 - Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. Identify analogies and figurative language. [Moved to SOL 6.4d]
 - Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
 - Identify and analyze figurative language. Use word-reference materials. [Moved to SOL 6.4e]
 - Use word-reference materials.
 - Extend general and specialized vocabulary through speaking, listening, reading, and writing.
- 6.4 6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.
- Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
 - Make, confirm, and revise predictions. Use knowledge of narrative and poetic structures to aid comprehension and predict outcomes.
 - Describe how word choice and imagery contribute to the meaning of a text. Describe the images created by language.
 - Describe cause- and effect relationships and their impact on plot. Describe how word choice and imagery contribute to the meaning of a text. [Moved to SOL 6.5c]
 - Describe cause-effect relationships and their impact on plot. [Moved to SOL 6.5d]
 - Use prior and background knowledge as context for new learning. Use information stated explicitly in the text to draw conclusions and make inferences. [Moved to SOL 6.5f]
 - Use information in the text to draw conclusions and make inferences. Explain how character and plot development are used in a selection to support a central conflict or story line. [Moved to SOL 6.5g]
 - Explain how character and plot development are used in a selection to support a central conflict or story line. Paraphrase and summarize the main points in the text. [Moved to SOL 6.5i]
 - Identify the main idea.
 - Identify and summarize supporting details.
 - Identify and analyze the author's use of figurative language.
 - Identify transitional words and phrases that signal an author's organizational pattern.
 - Use reading strategies to monitor comprehension throughout the reading process.

- 6.5 ~~6.6~~ The student will read and demonstrate comprehension of a variety of ~~informational selections~~ nonfictional texts.
- a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts. Identify questions to be answered. [Moved to SOL 6.6c]
 - b) Use prior knowledge and build additional background knowledge as context for new learning. Make, confirm, or revise predictions. [Moved to SOL 6.6d]
 - c) Identify questions to be answered. Use context to determine meanings of unfamiliar words and technical vocabulary.
 - d) Make, confirm, or revise predictions. Draw conclusions and make inferences based on explicit and implied information. [Moved to SOL 6.6e]
 - e) Draw conclusions and make inferences based on explicit and implied information. Organize the main idea and details to form a summary. [Moved to SOL 6.6g]
 - f) Differentiate between fact and opinion. Compare and contrast information about one topic contained in different selections. [Moved to SOL 6.6i]
 - g) Identify main idea. Select informational sources appropriate for a given purpose. [Moved to SOL 6.9]
 - h) Summarize supporting details.
 - i) Compare and contrast information about one topic, which may be contained in different selections.
 - j) Identify the author's organizational pattern.
 - k) Identify cause- and effect relationships.
 - l) Use reading strategies to monitor comprehension throughout the reading process.

Writing

- 6.6 ~~6.7~~ The student will write narration, description, and exposition, and persuasion, narratives, descriptions, and explanations.
- a) Identify audience and purpose. Use a variety of planning strategies to generate and organize ideas. [Moved to SOL 6.7b]
 - b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. Establish central idea, organization, elaboration, and unity. [Moved to SOL 6.7d]
 - c) Organize writing structure to fit mode or topic. Select vocabulary and information to enhance the central idea, tone, and voice. [Moved to SOL 6.7g]
 - d) Establish a central idea and organization. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. [Moved to SOL 6.7h]
 - e) Compose a topic sentence or thesis statement if appropriate. Revise writing for clarity. [Moved to SOL 6.7i]
 - f) Write multiparagraph compositions with elaboration and unity.
 - g) Select vocabulary and information to enhance the central idea, tone, and voice.
 - h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
 - i) Revise sentences for clarity of content including specific vocabulary and information.
 - j) Use computer technology to plan, draft, revise, edit, and publish writing.

~~6.7~~ 6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, ~~and~~ sentence structure, and paragraphing.

- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
- b) Use subject-verb agreement with intervening phrases and clauses.
- c) Use pronoun-antecedent agreement to include indefinite pronouns.
- d) Maintain consistent ~~tense inflections~~ verb tense across paragraphs.
- e) Eliminate double negatives. ~~Choose adverbs to describe verbs, adjectives, and other adverbs.~~ [Move to SOL 6.8g]
- f) Use quotation marks with dialogue. ~~Use correct spelling for frequently used words.~~ [Move to SOL 6.8h]
- g) Choose adverbs to describe verbs, adjectives, and other adverbs.
- h) Use correct spelling for frequently used words.

Research

6.9 The student will find, evaluate, and select appropriate resources for a research product.

- a) Collect information from multiple sources including online, print, and media.
- b) Evaluate the validity and authenticity of texts.
- c) Use technology as a tool to research, organize, evaluate, and communicate information.
- d) Cite primary and secondary sources.
- e) Define the meaning and consequences of plagiarism and following ethical and legal guidelines for gathering and using information.

Grade Seven

The seventh-grade student will continue to develop oral communication skills and will become more knowledgeable of the effects of verbal and nonverbal behaviors in oral communication. The student will continue to read a wide variety of fiction, nonfiction, and poetry while becoming more independent and analytical. The student will continue to refine written composition skills, with special attention to word choice, organization, style, and grammar. Written explanations will utilize informational writing skills, and persuasive writing will be introduced. The student will continue vocabulary development through a study of figurative language and continuing study of roots, ~~and~~ affixes, and cognates. Knowledge of the ~~impact~~ informative/persuasive techniques of media messages on public opinion will be ~~introduced~~ studied. The student will ~~increase proficiency in the use of print and electronic information resources and will learn ways to give credit to reference sources~~ apply research techniques to gather, organize, and communicate information, properly citing sources. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

Oral Language Communication: Speaking, Listening, Media Literacy

- 7.1 The student will ~~give and seek information~~ participate in and contribute to conversations, ~~in~~ group discussions, and ~~in~~ oral presentations.
- ~~Communicate ideas and information orally in an organized and succinct manner. Use oral vocabulary and style appropriate for listeners.~~
 - ~~Ask probing questions to seek elaboration and clarification of ideas. Communicate ideas and information orally in an organized and succinct manner.~~ [Moved to SOL 7.1a]
 - ~~Make statements to communicate agreement or tactful disagreement with others' ideas. Ask probing questions to seek elaboration and clarification of ideas.~~ [Moved to SOL 7.1b]
 - ~~Use language and style appropriate to audience, topic, and purpose. Make supportive statements to communicate agreement with or acceptance of others' ideas.~~ [Moved to SOL 7.1c]
 - ~~Use a variety of strategies to listen actively. Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.~~ [Moved to SOL 7.1d]
- 7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.
- Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.
 - Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.
 - Compare/contrast a speaker's verbal and nonverbal messages.
- 7.3 The student will understand the elements of media literacy. ~~The student will describe persuasive messages in nonprint media, including television, radio, and video.~~ [Moved to SOL 7.3a]
- Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet.
 - Distinguish between fact, ~~and~~ opinion, and between evidence, and inference.
 - Describe how word choice and visual images conveys a viewpoint.
 - Compare and contrast the techniques in auditory, visual, and written media messages.
 - Craft and publish audience-specific media messages.

Reading

- 7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.
- Identify word origins and derivations. Use roots and affixes to expand vocabulary. [Moved to SOL 7.4b]
 - Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. Recognize analogies and figurative language. [Moved to SOL 7.4c]
 - Identify and analyze figurative language. Identify connotations. [Moved to SOL 7.4d]
 - Identify connotations.
 - Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
 - Extend general and specialized vocabulary through speaking, listening, reading, and writing.
- 7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.
- Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
 - Compare and contrast various forms and genres of fictional text. Compare and contrast forms, including short stories, novels, plays, folk literature, poetry, essays, and biographies.
 - Identify conventional elements and characteristics of a variety of genres. Describe the impact of word choice, imagery, and poetic devices. [Moved to SOL 7.5d]
 - Describe the impact of word choice, imagery, and literary devices including figurative language. Explain how form, including rhyme, rhythm, repetition, line structure, and punctuation, conveys the mood and meaning of a poem. [Move to Curriculum Framework]
 - Make, confirm, and revise predictions. Draw conclusions based on explicit and implied information. [Moved to SOL 7.5g]
 - Use prior and background knowledge as a context for new learning. Make inferences based on explicit and implied information. [Moved to SOL 7.5g]
 - Make inferences and draw conclusions based on the text. Summarize text. [Moved to SOL 7.5i]
 - Identify the main idea.
 - Summarize text relating supporting details.
 - Identify the author's organizational pattern.
 - Identify cause- and effect relationships.
 - Use reading strategies to monitor comprehension throughout the reading process.

- 7.6 The student will read and demonstrate comprehension of a variety of informational nonfictional texts.
- Use prior and background knowledge as a context for new learning. Use knowledge of text structures to aid comprehension. [Moved to SOL 7.6b]
 - Use text structures to aid comprehension. Use knowledge of words and phrases that signal an author's organizational pattern to aid comprehension. [Moved to SOL 7.6c]
 - Identify an author's organizational pattern using ~~textural~~ textual clues, such as transitional words and phrases. Distinguish fact from opinion in newspapers, magazines, and other print media. [Moved to SOL 7.6e]
 - Draw conclusions and make inferences on explicit and implied information. Identify the source, viewpoint, and purpose of texts. [Moved to SOL 7.6f]
 - Differentiate between fact and opinion. Describe how word choice and language structure convey an author's viewpoint. [Moved to SOL 7.6g]
 - Identify the source, viewpoint, and purpose of texts. Summarize what is read. [Moved to SOL 7.6i]
 - Describe how word choice and language structure convey an author's viewpoint. Organize and synthesize information for use in written and oral presentations. [Moved to SOL 7.6k]
 - Identify the main idea.
 - Summarize text identifying supporting details.
 - Identify cause-and effect relationships.
 - Organize and synthesize information for use in written formats.
 - Use reading strategies to monitor comprehension throughout the reading process.

- 7.7 The student will apply knowledge of appropriate reference materials. [Moved to SOL 7.9]
- Use print and electronic sources to locate information in books and articles.
 - Use graphic organizers to organize information.
 - Synthesize information from multiple sources.
 - Credit primary and secondary sources.

Writing

- 7.8 7.7 The student will develop narrative, expository, and persuasive writing write in a variety of forms with an emphasis on exposition, narration, and persuasion.
- Identify intended audience. Apply knowledge of prewriting strategies. [Moved to SOL 7.7 b]
 - Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. Elaborate the central idea in an organized manner. [Moved to SOL 7.7d]
 - Organize writing structure to fit mode or topic. Choose vocabulary and information that will create voice and tone. [Moved SOL to 7.7g]
 - Establish a central idea and organization. Use clauses and phrases to vary sentences. [Moved SOL to 7.7i]
 - Compose a topic sentence or thesis statement. Revise writing for clarity and effect. [Moved to SOL 7.7j]
 - Write multiparagraph compositions with unity elaborating the central idea. Use a word processor to plan, draft, revise, edit, and publish selected writings. [Moved to SOL 7.7k]
 - Select vocabulary and information to enhance the central idea, tone, and voice.
 - Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
 - Use clauses and phrases for sentence variety.

- j) Revise sentences for clarity of content including specific vocabulary and information.
 - k) Use computer technology to plan, draft, revise, edit, and publish writing.
- 7.9 ~~7.9~~ 7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - b) Choose appropriate adjectives and adverbs to enhance writing. Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences. [Move to SOL 7.8f]
 - c) Use pronoun-antecedent agreement to include indefinite pronouns. Choose pronouns to agree with antecedents.
 - d) Use subject-verb agreement with intervening phrases and clauses.
 - e) Edit for verb tense consistency and point of view.
 - f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.
 - g) Use quotation marks with dialogue.
 - h) Use correct spelling for commonly used words.

Research

- 7.9 The student will apply knowledge of appropriate reference materials to produce a research product.
- a) Collect and organize information from multiple sources including online, print and media.
 - b) Evaluate the validity and authenticity of sources.
 - c) Use technology as a tool to research, organize, evaluate, and communicate information.
 - d) Cite primary and secondary sources.
 - e) Define the meaning and consequences of plagiarism and following ethical and legal guidelines for gathering and using information.

Grade Eight

The eighth-grade student will learn and apply interviewing techniques developing and delivering oral presentations in groups and individually. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. Students will evaluate, analyze, develop and produce media messages. The student will plan, draft, revise, and edit writing, with emphasis on exposition and persuasion. The student will apply reading and writing skills in all subjects, as well as respond critically to literature. The student will continue development of vocabulary, with attention to connotations and figurative language. ~~The student will become a skillful interpreter of the persuasive strategies used in print and mass media.~~ The student will continue to develop an appreciation for literature-literary genres through a study of a wide variety of selections. The student will describe themes, make inferences or inferred main ideas, interpret cause-and effect relationships, differentiate between fact and opinion, and draw conclusions from a variety of literary and informational selections texts.

Oral Language Communication: Speaking, Listening, Media Literacy

- 8.1 The student will use interviewing techniques to gain information.
- Prepare and ask relevant questions for the interview.
 - Make notes of responses.
 - Compile, ~~and~~ accurately report, and publish responses.
 - Evaluate the effectiveness of the interview.
- 8.2 The student will develop and deliver oral presentations in groups and individually.
- Choose topic and purpose appropriate to the audience.
 - Choose vocabulary and tone appropriate to the audience, topic, and purpose.
 - Use appropriate verbal and nonverbal presentation skills.
 - Respond to audience questions and comments.
 - Differentiate between standard English and informal language. Use grammatically correct language.
 - Critique oral presentations.
 - Assume shared responsibility for collaborative work.
 - Use a variety of strategies to listen actively.
- 8.3 The student will analyze, develop, and produce creative or informational ~~mass~~ media messages.
- Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.
 - Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations. Describe the possible cause-effect relationships between mass media coverage and public opinion trends. [Moved to SOL 9.2c]
 - Use media and visual literacy skills to create products that express new understandings. Evaluate sources, including advertisements, editorials, and feature stories, for relationships between intent and factual content. [Moved to SOL 8.3d]
 - Evaluate sources for relationships between intent and factual content.
 - ~~Monitor, analyze, and use multiple streams of simultaneous information.~~

Reading

- 8.4 The student will apply knowledge of word origins, ~~derivations, inflections,~~ analogies, and figurative language to extend vocabulary development within authentic texts.
- Identify and analyze an author's use of figurative language. Identify simile, metaphor, personification, hyperbole, and analogy. [Move to Curriculum Framework]
 - Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
 - Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.
 - Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
 - Discriminate between connotative and denotative meanings and interpret the ~~connotative power of words~~ connotation.
 - Extend general and specialized vocabulary through speaking, listening, reading, and writing.
- 8.5 The student will read and analyze a variety of ~~narrative and poetic forms~~ fictional texts, narrative nonfiction, and poetry.
- Explain the use of symbols and figurative language.
 - Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. ~~Describe inferred main ideas or themes, using evidence from the text as support.~~
 - ~~Describe~~ Identify Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
 - Understand the author's use of conventional elements and characteristics within a variety of genres. Compare and contrast the use of the poetic elements of word choice, dialogue, form, rhyme, rhythm, and voice. [Moved to SOL 8.5e]
 - Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts. Compare and contrast authors' styles. [Moved to SOL 8.5f]
 - Compare and contrast authors' styles.
 - Identify and ask ~~significant~~ questions that clarify various viewpoints.
 - Identify the main idea.
 - Summarize text relating supporting details.
 - Identify an author's organizational pattern using ~~textural~~ textual clues, such as transitional words and phrases.
 - Identify cause-and effect relationships.
 - Use prior and background knowledge as a context for new learning.
 - Use reading strategies to monitor comprehension throughout the reading process.

- 8.6 The student will read, comprehend, and analyze a variety of ~~informational~~ nonfictional texts ~~sources~~.
- a) Draw on background knowledge and knowledge of text structure to understand selections.
 - b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. ~~Analyze the author's credentials, viewpoint, and impact.~~ [Moved to SOL 8.6c]
 - c) Analyze the author's qualifications, viewpoint, and impact. ~~Analyze the author's use of text structure and word choice.~~ [Moved to SOL 8.6d]
 - d) Analyze the author's use of text structure and word choice. ~~Analyze details for relevance and accuracy.~~ [Moved to SOL 8.6e]
 - e) Analyze details for relevance and accuracy. ~~Read and follow instructions to complete an assigned task.~~
 - f) Differentiate between fact and opinion. ~~Summarize and critique text.~~ [Moved to SOL 8.6h]
 - g) Identify the main idea. ~~Evaluate and synthesize information to apply in written and oral presentations.~~ [Moved to SOL 8.6k]
 - h) Summarize the text identifying supporting details. ~~Draw conclusions based on explicit and implied information.~~ [Moved to SOL 8.6b]
 - i) Identify an author's organizational pattern using ~~textural~~ textual clues, such as transitional words and phrases. ~~Make inferences based on explicit and implied information.~~ [Moved to SOL 8.6b]
 - j) Identify cause- and effect relationships.
 - k) Evaluate, organize, and synthesize information for use in written and oral formats.
 - l) Use reading strategies to monitor comprehension throughout the reading process.

Writing

- 8.7 The student will write in a variety of forms, including ~~narrative, expository, persuasive, narration, exposition, persuasion,~~ and informational.
- a) Identify intended audience. ~~Use prewriting strategies to generate and organize ideas.~~ [Moved to SOL 8.7b]
 - b) Use prewriting strategies to generate and organize ideas. ~~Organize details to elaborate the central idea.~~ [Moved to SOL 8.7d]
 - c) Distinguish between a thesis statement and a topic sentence. ~~Select specific vocabulary and information.~~ [Moved to SOL 8.6e]
 - d) Organize details to elaborate the central idea and provide unity. ~~Revise writing for word choice, sentence variety, and transitions among paragraphs.~~ [Moved to SOL 8.7g]
 - e) Select specific vocabulary and information for audience and purpose. ~~Use available technology.~~ [Moved to new SOL 8.7h]
 - f) Use interview quotations as evidence.
 - g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.
 - h) Use computer technology to plan, draft, revise, edit, and publish writing.

- 8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
 - c) Choose the correct case and number for pronouns in prepositional phrases with compound objects.
 - d) Maintain consistent verb tense across paragraphs.
 - e) Use comparative and superlative degrees in adverbs and adjectives.
 - f) Use quotation marks with dialogue and direct quotations.
 - g) Use correct spelling for frequently used words.

Research

- 8.9 The student will apply knowledge of appropriate reference materials to produce a research product.
- a) Collect and synthesize information from multiple sources including online, print and media.
 - b) Evaluate the validity and authenticity of texts.
 - c) Use technology as a tool to research, organize, evaluate, and communicate information.
 - d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
 - e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.
 - f) Publish findings and respond to feedback.
 - g) Define the meaning and consequences of plagiarism and following ethical and legal guidelines for gathering and using information.

Grade Nine

The ninth-grade student will ~~plan~~ make planned oral presentations independently and in small groups ~~present, and critique dramatic readings of literary selections.~~ Knowledge of the impact that informative/persuasive techniques in media messages make on public opinion will be introduced. The student will continue development of vocabulary, with attention to connotations, idioms, and allusions. Knowledge of literary terms and ~~forms~~ genres will be applied in the student's own writing and in the analysis of literature. The student will be introduced to significant literary ~~works~~ texts. Increased requirements for research and reporting in all subjects will be supported by the use of print, electronic databases, online resources, and ~~a standard style sheet method to cite reference sources~~ other media. Students will cite sources of information using a standard method of documentation. The student will distinguish between reliable and questionable ~~Internet~~ sources of information. Writing will encompass narrative, ~~literary~~, expository, and ~~informational~~ persuasive forms, ~~with particular attention to analysis for a variety of purposes and audiences.~~ The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

Oral Language Communication: Speaking, Listening, Media Literacy

- 9.1 ~~The student will plan, present, and critique dramatic readings of literary selections.~~
- a) ~~Choose a literary form for presentation, such as a poem, monologue, scene from a play, or story.~~
 - b) ~~Adapt presentation techniques to fit literary form.~~
 - e) ~~Use verbal and nonverbal techniques for presentation.~~
 - d) ~~Evaluate impact of presentation.~~ [Moved to SOL 9.1f]
- 9.2 9.1 The student will make planned oral presentations independently and in small groups.
- a) Include definitions to increase clarity.
 - b) Use relevant details to support main ideas.
 - c) Illustrate main ideas through anecdotes and examples.
 - d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. ~~Cite information sources.~~ [Moved to SOL 9.1g]
 - e) Use verbal and nonverbal techniques for presentation. ~~Make impromptu responses to questions about presentation.~~ [Moved to SOL 9.1h]
 - f) Evaluate impact and purpose of presentation. ~~Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.~~ [Moved to SOL 9.1d]
 - g) Credit information sources.
 - h) Give impromptu responses to questions about presentation.
 - i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.
 - j) Use a variety of strategies to listen actively.
 - k) Summarize and evaluate information presented orally by others.
 - l) Assume shared responsibility for collaborative work.

- 9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages.
- a) Analyze and interpret special effects used in media messages including television, film, and Internet.
 - b) Determine the purpose of the media message and its effect on the audience.
 - c) Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.
 - d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content.
 - e) Monitor, analyze, and use multiple streams of simultaneous information.

Reading Analysis

- 9.3 The student will read and analyze a variety of literature.
- a) Identify format, text structure, and main idea. [Moved to SOL 9.4a]
 - b) Identify the characteristics that distinguish literary forms. [Moved to SOL 9.4c]
 - e) Use literary terms in describing and analyzing selections. [Moved to SOL 9.4d]
 - d) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. [Moved to SOL 9.4e]
 - e) Explain the relationship between the author's style and literary effect. [Moved to SOL 9.4h]
 - f) Describe the use of images and sounds to elicit the reader's emotions.
 - g) Explain the influence of historical context on the form, style, and point of view of a written work. [Moved to SOL 9.4i]
- 9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates 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 ~~connotative power of words~~ connotation.
 - d) Identify the meaning of common idioms.
 - e) Identify literary and classical allusions and figurative language in text.
 - f) Extend general and specialized vocabulary through speaking, reading, and writing.
 - g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
- 9.4 The student will read and analyze a variety of informational materials (manuals, textbooks, business letters, newspapers, brochures, reports, catalogs) and nonfiction materials, including journals, essays, speeches, biographies, and autobiographies. [Moved to SOL 9.5]
- a) Identify a position/argument to be confirmed, disproved, or modified. [Moved to SOL 9.5e]
 - b) Evaluate clarity and accuracy of information. [Moved to SOL 9.5f]
 - e) Synthesize information from sources and apply it in written and oral presentations. [Moved to SOL 9.5j]
 - d) Identify questions not answered by a selected text.
 - e) Extend general and specialized vocabulary through speaking, reading, and writing.
 - f) Read and follow instructions to complete an assigned project or task. [Moved to SOL 9.5g]

- 9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.
- a) Identify author's main idea and purpose.
 - b) Summarize text relating supporting details.
 - c) Identify the characteristics that distinguish literary forms.
 - d) Use literary terms in describing and analyzing selections.
 - e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
 - f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
 - g) Analyze the cultural or social function of a literary text.
 - h) Explain the relationship between the author's style and literary effect.
 - i) Explain the influence of historical context on the form, style, and point of view of a written work.
 - j) Compare and contrast author's use of literacy elements within a variety of genres.
 - k) Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.
 - l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.
 - m) Use reading strategies to monitor comprehension throughout the reading process.
- 9.5 ~~The student will read dramatic selections. [Moved to SOL 9.4]~~
- a) ~~Identify the two basic parts of drama: staging and scripting.~~
 - b) ~~Compare and contrast the elements of character, setting, and plot in one-act plays and full-length plays.~~
 - e) ~~Describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.~~
- 9.5 The student will read and analyze a variety of nonfictional texts.
- a) Recognize an author's intended purpose for writing and identify the main idea.
 - b) Summarize text relating supporting details.
 - c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts.
 - d) Identify characteristics of expository, technical, and persuasive texts.
 - e) Identify a position/argument to be confirmed, disproved, or modified.
 - f) Evaluate clarity and accuracy of information.
 - g) Analyze and synthesize information in order to solve problems, answer questions or complete a task.
 - h) Draw conclusions and make inferences on explicit and implied information using ~~textural~~ textual support as evidence.
 - i) Differentiate between fact and opinion.
 - j) Organize and synthesize information from sources for use in written and oral presentations.
 - k) Use the reading strategies to monitor comprehension throughout the reading process.

Writing

- 9.6 The student will develop narrative, expository, ~~informational, and persuasive~~ writings to ~~inform, explain, analyze, or entertain~~ for a variety of audiences and purposes.
- Generate, gather, and organize ideas for writing.
 - Plan and organize writing to address a specific audience and purpose.
 - Communicate clearly the purpose of the writing using a thesis statement where appropriate.
 - Write clear, varied sentences using specific vocabulary and information.
 - Elaborate ideas clearly through word choice and vivid description. ~~Use specific vocabulary and information.~~ [Moved to SOL 9.6d]
 - Arrange paragraphs into a logical progression.
 - Use transitions between paragraphs and ideas. ~~Revise writing for clarity.~~ [Moved to SOL 9.6h]
 - Revise writing for clarity of content, accuracy and depth of information. ~~Proofread and prepare final product for intended audience and purpose~~ [Moved to SOL 9.6i]
 - Use computer technology to plan, draft, revise, edit, and publish writing.
- 9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.
 - Use parallel structures across sentences and paragraphs.
 - Use appositives, main clauses, and subordinate clauses.
 - Use commas and semicolons to distinguish and divide main and subordinate clauses.
 - Distinguish between active and passive voice.
 - Proofread and edit writing for intended audience and purpose.

Research

- 9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product ~~credit the sources of both quoted and paraphrased ideas.~~ [Moved to SOL 9.8f]
- Use technology as a tool for research to organize, evaluate, and communicate information. ~~Define the meaning and consequences of plagiarism.~~ [Moved to SOL 9.8h]
 - Narrow the focus of a search. ~~Distinguish one's own ideas from information created or discovered by others.~~ [Moved to SOL 9.8h]
 - Find, evaluate, and select appropriate sources to access information and answer questions. ~~Use a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for citing sources.~~ [Moved to SOL 9.8g]
 - Verify the validity and accuracy of all information.
 - Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
 - Credit the sources of quoted, paraphrased, and summarized ideas.
 - Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
 - Define the meaning and consequences of plagiarism and following ~~ing~~ ethical and legal guidelines for gathering and using information.

- 9.9 ~~The student will use print, electronic databases, and online resources to access information.~~
[Move to SOL 9.8]
- a) ~~Identify key terms specific to research tools and processes.~~
 - b) ~~Narrow the focus of a search.~~ [Moved to SOL 9.8b]
 - e) ~~Scan and select resources.~~ [Moved to SOL 9.8c]
 - d) ~~Distinguish between reliable and questionable Internet sources and apply responsible use of technology.~~ [Moved to SOL 9.8d]

Grade Ten

The tenth-grade student will become a skilled communicator in small-group learning activities. The student will examine, analyze and produce media messages. The student will continue development of vocabulary, with attention to connotations, idioms, allusions, and evolution of language. The student will read and ~~critique~~ analyze literary works texts from a variety of eras and cultures. Attention will be given to the analysis of ~~consumer information, such as labels, owners' manuals, warranties, and contracts~~ nonfictional texts. The student will critique the writing of peers and professionals, using analysis to improve writing skills. The student will continue to build research skills by crediting sources and presenting information in a format appropriate for content. Grammar knowledge will be expanded as the student presents, writes, and edits materials, applying the conventions of language.

The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.

Oral Language Communication: Speaking, Listening, Media Literacy

- 10.1 The student will participate in, collaborate in, and report on small-group learning activities.
- Assume responsibility for specific group tasks.
 - ~~Participate~~ Collaborate in the preparation of an outline or summary of the group activity.
 - Include all group members in oral presentation.
 - ~~Use grammatically correct language, including~~ Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.
 - Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.
 - Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
 - ~~Access, and critically evaluate, information~~ and use information accurately to solve problems.
 - Evaluate one's own role in preparation and delivery of oral reports.
 - Use a variety of strategies to listen actively.
 - Analyze and interpret other's presentations.
 - Evaluate effectiveness of group process in preparation and delivery of oral reports.
- 10.2 ~~The student will critique oral reports of small-group learning activities.~~ [Moved to SOL 10.1]
- ~~Evaluate one's own role in preparation and delivery of oral reports.~~ [Moved to SOL 10.1h]
 - ~~Evaluate effectiveness of group process in preparation and delivery of oral reports.~~ [Moved to SOL 10.1j]
- 10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.
- Use media, visual literacy, and technology skills to create products.
 - Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
 - Determine the author's purpose and intended effect on the audience for media messages.
 - Identify the tools and techniques used to achieve the intended focus.

Reading Analysis

- 10.3 The student will read, comprehend, and critique literary works. [Moved to SOL 10.4]
- a) Identify text organization and structure.
 - b) Identify main and supporting ideas.
 - c) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
 - d) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
 - e) Identify universal themes prevalent in the literature of different cultures.
 - f) Examine a literary selection from several critical perspectives.
- 10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates 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 ~~connotative~~ power of words connotation.
 - d) Identify the meaning of common idioms.
 - e) Identify literary and classical allusions and figurative language in text.
 - f) Extend general and specialized vocabulary through speaking, reading, and writing.
 - g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
- 10.4 ~~The student will read and interpret informational materials. [Moved to SOL 10.5]~~
- a) ~~Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks.~~
 - b) ~~Skim manuals or informational sources to locate information.~~
 - c) ~~Compare and contrast product information contained in advertisements with that found in instruction manuals and warranties.~~

- 10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.
- a) Identify main and supporting ideas.
 - b) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
 - c) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
 - d) Analyze the cultural or social function of literature.
 - e) Identify universal themes prevalent in the literature of different cultures.
 - f) Examine a literary selection from several critical perspectives.
 - g) Explain the influence of historical context on the form, style, and point of view of a literary text.
 - h) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.
 - i) Compare and contrast literature from different cultures and eras.
 - j) Distinguish between a critique and a summary.
 - k) Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions.
 - l) Compare and contrast character development in a play to characterization in other literary forms.
 - m) Use reading strategies to monitor comprehension throughout the reading process.

- 10.5 The student will read and analyze a variety of poetry. [Moved to SOL 10.4]
- a) Compare and contrast the use of rhyme, rhythm, and sound to convey a message.
 - b) Compare and contrast the ways in which poets use techniques to evoke emotion in the reader.
 - e) Interpret and paraphrase the meaning of selected poems.

- 10.5 The student will read, interpret, analyze, and evaluate nonfictional texts.
- a) Identify text organization and structure.
 - b) Recognize an author's intended audience and purpose for writing.
 - c) Skim manuals or informational sources to locate information.
 - d) Compare and contrast informational texts.
 - e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
 - f) Draw conclusions and make inferences on explicit and implied information using ~~textural~~ textual support as evidence.
 - g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
 - h) Use reading strategies throughout the reading process to monitor comprehension.

- 10.6 ~~The student will read and critique dramatic selections.~~ [Moved to SOL 10.4]
- a) ~~Explain the use of asides, soliloquies, and monologues in the development of a single character.~~
 - b) ~~Compare and contrast character development in a play to characterization in other literary forms.~~

Writing

- 10.7 10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.
- a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
 - b) Synthesize information to support the thesis. Elaborate ideas clearly through word choice and vivid description. [Moved to SOL 10.6c]
 - c) Elaborate ideas clearly through word choice and vivid description. Write clear and varied sentences. [Moved to SOL 10.6d]
 - d) Write clear and varied sentences, clarifying ideas with precise and relevant evidence. Organize ideas into a logical sequence. [Moved to SOL 10.6e]
 - e) Organize ideas into a logical sequence using transitions. Revise writing for clarity of content and presentation. [Moved to SOL 10.6f]
 - f) Revise writing for clarity of content, accuracy, and depth of information. Proofread and prepare final product for intended audience and purpose. [Moved to SOL 10.7h]
 - g) Use computer technology to plan, draft, revise, edit, and publish writing.
- 10.8 10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Distinguish between active and passive voice. 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. [Moved to SOL 10.7c]
 - b) Apply rules governing use of the colon.
 - 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. Distinguish between active and passive voice. [Moved to SOL 10.7a]
 - d) Differentiate between in-text citations and works cited on the bibliography page.
 - e) Analyze the writing of others.
 - f) Describe how the author accomplishes the intended purpose of a piece of writing.
 - g) Suggest how writing might be improved.
 - h) Proofread and edit final product for intended audience and purpose.
- 10.9 ~~The student will critique professional and peer writing.~~ [Moved to SOL 10.6]
- a) ~~Analyze the writing of others.~~ [Moved to SOL 10.7e]
 - b) ~~Describe how the author accomplishes the intended purpose of a writing.~~ [Moved to SOL 10.7f]
 - e) ~~Suggest how writing might be improved.~~ [Moved to SOL 10.7g]
- 10.10 ~~The student will use writing to interpret, analyze, and evaluate ideas.~~ [Moved to 10.6]
- a) ~~Explain concepts contained in literature and other disciplines.~~
 - b) ~~Translate concepts into simpler or more easily understood terms.~~

Research

- ~~10.11~~ 10.8 The student will collect, evaluate, organize, and present information to create a research product.
- a) Use technology as a tool to research, organize, evaluate, synthesize, and communicate information. Organize information from a variety of sources.
 - b) Develop the central idea or focus.
 - c) Verify the accuracy, validity, and usefulness of information.
 - d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. Credit sources for both quoted and paraphrased ideas. [Moved to SOL 10.8e]
 - e) 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). Present information in an appropriate format, such as an oral presentation, written report, or visual product.
 - f) Define the meaning and consequences of plagiarism and following ethical and legal guidelines for gathering and using information. Use technology to access information, organize ideas, and develop writing. [Moved to SOL 10.8a]

Grade Eleven

The eleventh-grade student will be able to make and analyze informative and persuasive oral presentations, with attention to the accuracy of evidence and the effectiveness of delivery. An examination of how media influences beliefs and behaviors will be introduced. The student will continue to develop and expand vocabulary. The study of both classic and contemporary American literature will enhance the student's appreciation for literature. The student will be able to identify the prevalent themes and characterizations present in American literature, which are reflective of ~~the~~ history and culture. Students will also use nonfiction texts to draw conclusions and make inferences citing ~~textural~~ textual support. The student will be able to write clear and accurate personal, professional, and informational correspondence and reports for research and other applications. Grammar development will continue through the application of rules for sentence formation, usage, spelling, and mechanics. The student will develop informative and persuasive ~~compositions~~ writings by locating, evaluating, synthesizing, and ~~editing~~ documenting ~~applicable~~ information ~~with careful attention to organization and accuracy~~ following ethical and legal guidelines.

* The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.*

Oral Language Communication: Speaking, Listening, Media Literacy

- 11.1 The student will make informative and persuasive presentations.
- Gather and organize evidence to support a position.
 - Present evidence clearly and convincingly.
 - Address counterclaims. Support and defend ideas in public forums. [Moved to SOL 11.1d]
 - Support and defend ideas in public forums. Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. [Moved to SOL 11.1e]
 - Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
 - Monitor listening and use a variety of active listening strategies to make evaluations.
 - Use presentation technology.
 - Collaborate and report on small-group learning activities.
- 11.2 ~~The student will analyze and evaluate informative and persuasive presentations.~~
- ~~Critique the accuracy, relevance, and organization of evidence.~~
 - ~~Critique the clarity and effectiveness of delivery.~~
- 11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.
- Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess.
 - Use media, visual literacy, and technology skills to create products.
 - Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
 - Determine the author's purpose and intended effect on the audience for media messages.

Reading Analysis

- 11.3 ~~The student will read and analyze relationships among American literature, history, and culture. [Moved to SOL 11.4]~~
- ~~a) Describe contributions of different cultures to the development of American literature.~~
 - ~~b) Compare and contrast the development of American literature in its historical context.~~
 - ~~c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.~~
 - ~~d) Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.~~
- 11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates 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 ~~connotative~~ power of words connotation.
 - d) Identify the meaning of common idioms.
 - e) Identify literary and classical allusions and figurative language in text.
 - f) Extend general and specialized vocabulary through speaking, reading, and writing.
 - g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
- 11.4 ~~The student will read and analyze a variety of informational materials. [Moved to SOL 11.5]~~
- ~~a) Use information from texts to clarify or refine understanding of academic concepts.~~
 - ~~b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.~~
 - ~~c) Apply concepts and use vocabulary in informational and technical materials to complete a task.~~
 - ~~d) Generalize ideas from selections to make predictions about other texts.~~
 - ~~e) Analyze information from a text to draw conclusions.~~
- 11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.
- a) Describe contributions of different cultures to the development of American literature.
 - b) Compare and contrast the development of American literature in its historical context.
 - c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
 - d) Analyze the social or cultural function of American literature.
 - e) Analyze how context and language structures convey an author's intent and viewpoint.
 - f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
 - g) Explain how imagery and figures of speech appeal to the reader's senses and experience.
 - h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.
 - i) Read and analyze a variety of American dramatic selections.
 - j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.
 - k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

- 11.5 ~~The student will read and critique a variety of poetry.~~ [Moved to SOL 11.4]
- a) ~~Analyze the poetic elements of contemporary and traditional poems.~~
 - b) ~~Identify the poetic elements and techniques that are most appealing and that make poetry enjoyable.~~
 - e) ~~Compare and contrast the works of contemporary and past American poets.~~
- 11.5 The student will read and analyze a variety of nonfictional texts.
- a) Use information from texts to clarify understanding of concepts.
 - b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.
 - c) Generalize ideas from selections to make predictions about other texts.
 - d) Draw conclusions and make inferences on explicit and implied information using ~~textural~~ textual support.
 - e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
 - f) Identify false premises in persuasive writing.
 - g) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
 - h) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.
- 11.6 ~~The student will read and critique a variety of dramatic selections.~~ [Moved to SOL 11.4]
- a) ~~Describe the dramatic conventions or devices used by playwrights to present ideas.~~
 - b) ~~Compare and evaluate adaptations and interpretations of a script for stage, film, or television.~~
 - e) ~~Explain the use of verbal, situational, and dramatic irony.~~

Writing

- 11.7 11.6 The student will write in a variety of forms, with an emphasis on persuasion.
- a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
 - b) Produce arguments in writing that develop a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. ~~Develop a focus for writing.~~
 - c) Organize ideas in a sustained and logical manner. ~~Evaluate and cite applicable information.~~ [Moved to SOL 11.7a]
 - d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately. ~~Organize ideas in a logical manner.~~ [Moved to SOL 11.6c]
 - e) Adapt content, vocabulary, voice and tone to audience, purpose, and situation. ~~Elaborate ideas clearly and accurately.~~ [Moved to SOL 11.6d]
 - f) Revise writing for clarity of content, accuracy and depth of information. ~~Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.~~ [Moved to SOL 11.6e]
 - g) Use computer technology to plan, draft, revise, edit, and publish writing. ~~Revise writing for accuracy and depth of information.~~ [Moved to SOL 11.6f]
 - h) Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education. ~~Proofread final copy and prepare document for intended audience and purpose.~~ [Moved to SOL 11.7f]

- ~~11.8~~ 11.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) 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. ~~Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for producing research projects.~~ [Moved to SOL 11.8]
 - b) Use verbals and verbal phrases to achieve sentence conciseness and variety.
 - c) Distinguish between active and passive voice. ~~Adjust sentence and paragraph structures for a variety of purposes and audiences.~~ [Moved to SOL 11.7e]
 - d) Differentiate between in-text citations and works cited on the bibliography page.
 - e) Adjust sentence and paragraph structures for a variety of purposes and audiences.
 - f) Proofread and edit writing for intended audience and purpose.
- 11.9 The student will write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the workplace and higher education. [Moved to 11.7]
- a) ~~Apply a variety of planning strategies to generate and organize ideas.~~
 - b) ~~Organize information to support purpose and form of writing.~~
 - e) ~~Present information in a logical manner.~~
 - d) ~~Revise writing for clarity.~~
 - e) ~~Use technology to access information, organize ideas, and develop writing.~~

Research

- ~~11.10~~ 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
- a) Use technology as a tool to research, organize, evaluate, and communicate information. Narrow a topic. [Moved to SOL 11.8b]
 - b) Narrow a topic and develop a plan for research.
 - c) Collect information to support a thesis.
 - d) Critically evaluate quality, and accuracy, and validity of information.
 - e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. Synthesize information in a logical sequence. [Moved to SOL 11.8f]
 - f) Synthesize and present information in a logical sequence. Document sources of information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). [Moved to SOL 11.8g]
 - g) 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). Edit writing for clarity of content and effect. [Moved to 11.8h]
 - h) Revise writing for clarity of content, accuracy, and depth of information. Edit copy for grammatically correct use of language, spelling, punctuation, and capitalization. [Moved to SOL 11.8i]
 - i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure. Proofread final copy and prepare document for publication or submission.
 - j) Define the meaning and consequences of plagiarism and follow ~~ing~~ ethical and legal guidelines for gathering and using information. Use technology to access information, organize ideas, and develop writing.

Grade Twelve

The twelfth-grade student will use organizational skills, ~~audience awareness, appropriate vocabulary and grammar,~~ and both verbal and nonverbal presentation skills to plan and deliver an effective ~~5 to 10 minute~~ oral presentation, choosing language and tone appropriate to the audience and purpose. Students will use technology and understanding of media to create, organize, and display knowledge in ways others can access, view, and use. The student will expand general and specialized vocabulary through speaking, listening, reading, and viewing. The student will analyze British literature and literature of other cultures, ~~with attention to the many classic works which may be studied~~ recognizing major literary forms and their elements. Using nonfictional texts, students will analyze and synthesize information to solve problems. Writing will include the production of informational, ~~and~~ expository, and persuasive/argumentative papers, which are organized logically organized demonstrating knowledgeable judgments and effective conclusions and contain clear and accurate ideas. The student will also produce a well-documented major research ~~paper product,~~ using a standard method of documentation by locating, evaluating, synthesizing, and documenting information following ethical and legal guidelines. The student will demonstrate advanced knowledge of grammatical conventions through writing, editing, and speaking.

The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.

Oral Language Communication: Speaking, Listening, Media Literacy

- 12.1 The student will make a ~~5 to 10 minute~~ [Move to Curriculum Framework] formal oral presentation in a group or individually.
- a) Choose the purpose of the presentation ~~to defend a position, to entertain an audience, or to explain information.~~
 - b) Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose. ~~Use a well-structured narrative or logical argument.~~
 - c) Use details, illustrations, statistics, comparisons, and analogies to support ~~purposes~~ the presentation.
 - d) Use media, visual literacy, and technology skills to create and support the presentation. ~~Use visual aids or technology to support presentation~~
 - e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
 - f) Collaborate and report on small group learning activities.
 - g) Evaluate formal presentations including personal, digital, visual, ~~textural,~~ textual, and technological.
 - h) Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.
 - i) Critique effectiveness of presentations.
- 12.2 ~~The student will evaluate formal presentations.~~ [Moved to SOL 12.1g]
- a) ~~Critique relationships among purpose, audience, and content of presentations.~~ [Moved to SOL 12.1h]
 - b) ~~Critique effectiveness of presentations.~~ [Moved to SOL 12.1i]
- 12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.
- a) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
 - b) Determine the author's purpose and intended effect on the audience for media messages.

Reading Analysis

- 12.3 ~~The student will read and analyze the development of British literature and literature of other cultures. [Moved to SOL 12.4]~~
- ~~a) Recognize major literary forms and their elements.~~
 - ~~b) Recognize the characteristics of major chronological eras.~~
 - ~~c) Relate literary works and authors to major themes and issues of their eras.~~
- 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates 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 ~~connotative~~ power of words connotation.
 - d) Identify the meaning of common idioms, literary and classical allusions in text.
 - e) Expand general and specialized vocabulary through speaking, reading, and writing.
 - f) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
- 12.4 ~~The student will read and analyze a variety of informational materials, including electronic resources. [Moved to SOL 12.5]~~
- ~~a) Identify formats common to new publications and information resources.~~
 - ~~b) Recognize and apply specialized informational vocabulary.~~
 - ~~c) Evaluate a product based on analysis of the accompanying warranty and instruction manual.~~
 - ~~d) Evaluate the quality of informational and technical materials.~~
- 12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.
- a) Compare and contrast the development of British literature in its historical context.
 - b) Recognize major literary forms and their elements.
 - c) Recognize the characteristics of major chronological eras.
 - d) Relate literary works and authors to major themes and issues of their eras.
 - e) Analyze the social and cultural function of British literature.
 - f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
 - g) Compare and contrast traditional and contemporary poems from many cultures.
 - h) Analyze how dramatic conventions including character, scene, dialogue, and staging contribute to the theme and effect.
 - i) Compare and contrast dramatic elements of plays from American, British, and other cultures.
- 12.5 ~~The student will read and critique a variety of poetry. [Moved to SOL 12.4]~~
- ~~a) Explain how the choice of words in a poem creates tone and voice.~~
 - ~~b) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject and mood.~~
 - ~~c) Explain how imagery and figures of speech (personification, simile, metaphor) appeal to the reader's senses and experience.~~
 - ~~d) Compare and contrast traditional and contemporary works of poets from many cultures.~~

- 12.5 The student will read and analyze a variety of nonfictional texts.
- Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.
 - Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
 - Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
 - Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
 - Identify false premises in persuasive writing.
 - Draw conclusions and make inferences on explicit and implied information using ~~textual~~ textual support.
- 12.6 The student will read and critique dramatic selections from a variety of authors.
- Describe the conflict, plot, climax, and setting. [Moved to SOL 12.4]
 - Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect.
 - Identify the most effective elements of selected plays.
 - Compare and contrast dramatic elements of plays from American, British, and other cultures.

Writing

- 12.7 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.
- Generate, gather, and organize ideas for writing to address a specific audience and purpose.
 - Produce arguments in writing that develop a thesis ~~that~~ to demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. Consider audience and purpose when planning for writing. [Moved to SOL 12.6a and SOL 12.6d]
 - Clarify and defend a position with precise and relevant evidence. ~~Write analytically about literary, informational, and visual materials.~~
 - Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. ~~Elaborate ideas clearly and accurately.~~ [Moved to SOL 12.6c]
 - Use a variety of rhetorical strategies to accomplish a specific purpose. ~~Revise writing for depth of information and technique of presentation.~~ [Moved to SOL 12.6g]
 - Create arguments free of errors in logic and externally supported. ~~Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.~~ [Moved to SOL 12.7b]
 - Revise writing for clarity of content, depth of information and technique of presentation. ~~Proofread final copy and prepare document for publication or submission.~~ [Moved to SOL 12.7]
 - Use computer technology to plan, draft, revise, edit, and publish writing.

12.7

The student will write, revise, and edit writing.

- a) Edit, proofread, and prepare writing for intended audience and purpose.
- b) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
- 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.

Research

12.8

The student will write documented research papers.

- a) Use technology as a tool to research, organize, evaluate, and communicate information. Identify and understand the ethical issues of research and documentation. [Moved to SOL 12.8h]
- b) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge. Evaluate the accuracy and usefulness of information. [Moved to SOL 12.8c]
- c) Critically evaluate the accuracy, quality, and validity of the information. Synthesize information to support the thesis. [Moved to SOL 12.8d]
- d) Synthesize information to support the thesis and present information in a logical manner.
- e) Cite sources of information, 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).
- f) Revise writing for clarity, depth of information, and technique of presentation. Edit copies for correct use of language, spelling, punctuation, and capitalization. [Moved to SOL 12.8g]
- g) Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English. Proofread final copy and prepare document for publication or submission.
- h) Define the meaning and consequences of plagiarism and following ethical and legal guidelines for gathering and using information.