Board of Education Agenda Item

Item: J. **Date:** November 18, 2010

Topic: Final Review of Proposed Revised Curriculum Framework for 2010 *English Standards of Learning*

Presenter: Dr. Mark R. Allan, Director Office of Standards, Curriculum, and Instruction

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Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- _X_ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

_X_ Action requested at this meeting ___Action requested at future meeting:

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action
date September 23, 2010
action Board of Education accepted the Proposed Revised Curriculum Framework for 2010 *English Standards of Learning* for first review and public comment.

Background Information:
On January 14, 2010, the Board of Education approved the 2010 *English Standards of Learning*. Following approval of the standards, the Department of Education began the process to revise the Curriculum Framework for the 2010 *English Standards of Learning*. The proposed revised Curriculum Framework was presented to the Board and accepted for first review on September 23, 2010. Following the September Board meeting, the proposed revised Curriculum Framework was posted to the Department's Web site for a 30-day public comment period.

The 2010 *English Standards of Learning* and proposed revised Curriculum Framework contain content that was recommended by Achieve, The College Board, and ACT as a result of comparison studies of Virginia's standards with their respective standards and benchmarks for postsecondary readiness. Additionally, the proposed revised Curriculum Framework contains content from the English/Language Arts Common Core State Standards released by the National Governors Association and the Council of Chief State School Officers in June 2010.

In September 2010, the Board also received for first review a preliminary analysis of the content of Virginia's 2010 *English Standards of Learning* as compared with the English/Language Arts Common Core State Standards. In October 2010, the Department of Education convened a committee of English educators to further review and refine the analysis.

Summary of Major Elements

Attachment A contains a summary of the comments on the proposed revised Curriculum Framework made during the comment period. Attachment B contains the proposed revised Curriculum Framework for the 2010 *English Standards of Learning* that reflects changes made as a result of both public comment and the final analysis of the English/Language Arts Common Core State Standards. These changes include:

- Revisions of language for clarification or enhancement of content to comport with the English/Language Arts Common Core State Standards; and
- Additional revisions of content in essential knowledge, skills, and processes for instruction, assessment, and/or vertical alignment.

Attachment C contains the final analysis of Virginia's 2010 *English Standards of Learning* as compared with the English/Language Arts Common Core State Standards. Taken together, Virginia's 2010 *English Standards of Learning* and proposed revised Curriculum Framework have a strong alignment with the English/Language Arts Common Core State Standards, and in some areas, exceed the content of the Common Core State Standards.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for final review the proposed revised Curriculum Framework for the 2010 *English Standards of Learning* and permit the Department of Education to make technical edits as needed.

Impact on Resources:

This responsibility can be absorbed by the agency's existing resources at this time.

Timetable for Further Review/Action:

Following the Board of Education's acceptance of the Curriculum Framework for the 2010 *English Standards of Learning*, the Department will post to its Web site the Curriculum Framework and the comparison of the 2010 *English Standards of Learning* to the English/Language Arts Common Core State Standards.

Summary of Comments on the Proposed Revised Curriculum Framework for 2010 *English Standards of Learning*

Summary of Online Comments

A total of 49 online comments was received during the online public comment period from September 24, 2010, through October 25, 2010.

The number of comments received by grade level band is as follows:

Grade Level Band	Number of Comments
K-5	10
6-8	18
9-12	21
TOTAL	**49**

Many of the comments were positive regarding the revisions to the first draft of the Curriculum Framework. Comments included:

- praise for the inclusion of fluency tables (K-5);
- appreciation for the inclusion of PALS reading levels (K-5);
- praise for a more detailed description of phonological awareness (K-5);
- concern for media literacy expectations being too rigorous for fourth- and fifth-grade students (K-5);
- concern about measuring standards 4.1 and 5.1(K-5) related to oral communication;
- requests for a list of 15 common words (K-5);
- requests for a list of common prefixes and suffixes (K-5);
- concern about a lack of poetry writing standards (K-12);
- appreciation for students avoiding plagiarism (6-8);
- praise for the modeling of higher order thinking processes (6-8);
- concern for teachers having neither background nor resources for teaching media literacy (6-8);
- appreciation for inclusion of media literacy (6-12);
- praise for the inclusion of vocabulary (9-12);
- requests to emphasize the newspaper in media literacy (9-12);
- praise for inclusion of 21st century literacies;
- appreciation for the emphasis placed on nonfiction (9-12); and
- concern for emphasis on persuasive/argumentative writing (9-12).

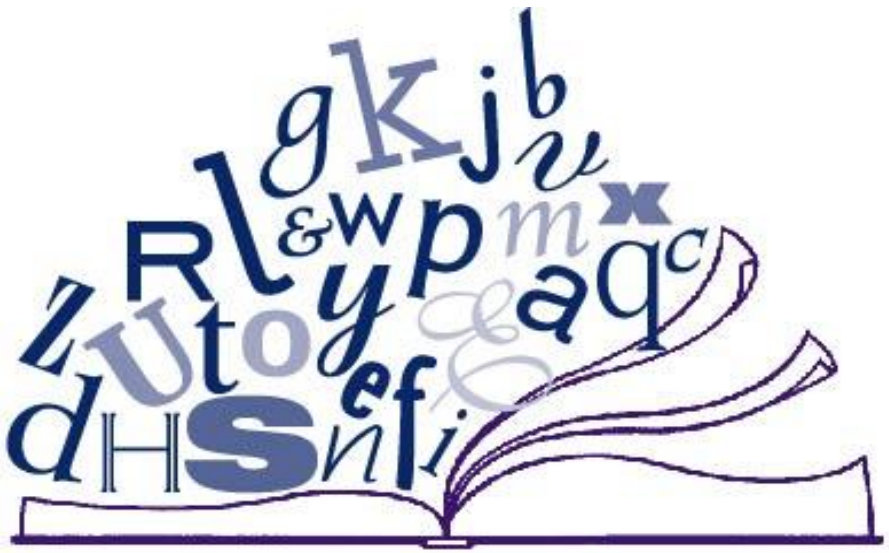
Additional changes were made to the Curriculum Framework in response to public comment and further analysis of the Common Core State Standards for English Language Arts. Changes included:

- addition of collaborative writing projects (grades 1-2);
- additional specificity concerning modes of writing (grades 1-5);
- definition of prosody (grades 1-5);
- addition of sensory words in fiction (grades 1-5);
- additional specificity of grammar, e.g., verb forms and verbals (grades 5-8);
- deletion of some technical specificity in the media literacy strand (grades 6-8);

- addition of comparison of same events from multiple points-of-view (grade 8);
- additional directives on narrative writing techniques (grades 6-9); and
- addition of a variety of timeframes in writing (grades 5-12).

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

K-12



Final Review
November 18, 2010

Commonwealth of Virginia
Board of Education
Richmond, Virginia
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The 2010 *English Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at http://www.doe.virginia.gov.

Virginia *English Standards of Learning* Curriculum Framework 2010
Introduction

The 2010 *English Standards of Learning* Curriculum Framework is a companion document to the 2010 *English Standards of Learning* and amplifies the *English Standards of Learning* by defining the content knowledge, skills, and understandings that are measured by the Standards of Learning assessments. The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying essential understandings, defining essential content knowledge, and describing the intellectual skills students need to use. This supplemental framework delineates in greater specificity the content that all teachers should teach and all students should learn.

Each topic in the *English Standards of Learning* Curriculum Framework is developed around the Standards of Learning. The format of the Curriculum Framework facilitates teacher planning by identifying the key concepts, knowledge, and skills that should be the focus of instruction for each standard. The Curriculum Framework is divided into three columns: Understanding the Standard; Essential Understandings; and Essential Knowledge, Skills and Processes. The purpose of each column is explained below.

Understanding the Standard
This section includes background information for the teacher. It contains content that may extend the teachers' knowledge of the standard beyond the current grade level. This section may also contain suggestions and resources that will help teachers plan lessons focusing on the standard.

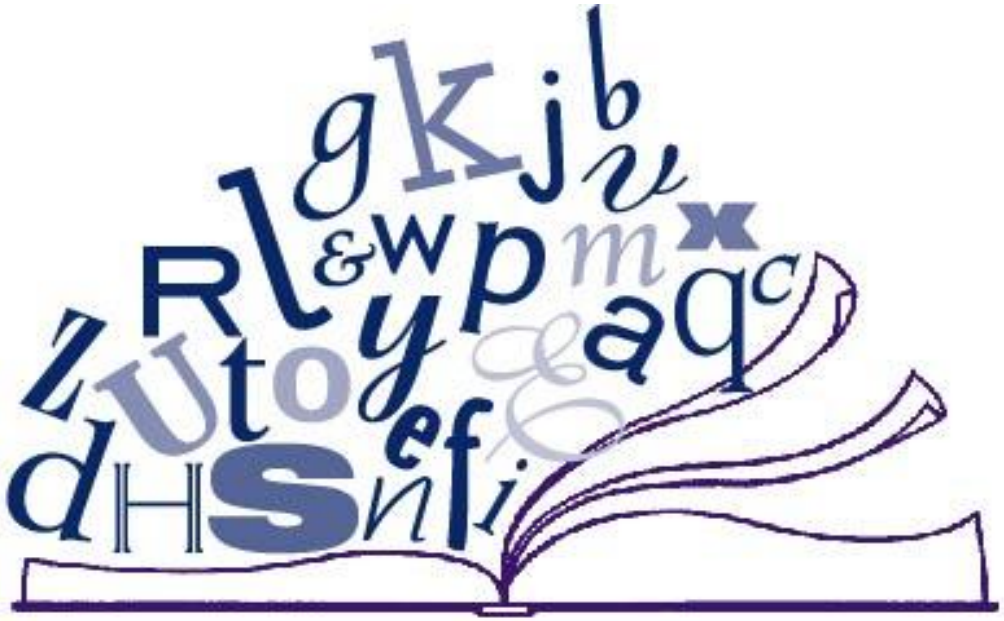
Essential Understandings
This section delineates the key concepts and ideas that all students should grasp to demonstrate an understanding of the Standards of Learning. These essential understandings are presented to facilitate teacher planning.

Essential Knowledge, Skills, and Processes
Each standard is expanded in the Essential Knowledge, Skills, and Processes column. What each student should know and be able to do in each standard is outlined. This is not meant to be an exhaustive list nor a list that limits what is taught in the classroom. It is meant to identify the key knowledge, skills, and processes that define the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development. Assessment items may not and should not be a verbatim reflection of the information presented in the Curriculum Framework. Students are expected to continue to apply knowledge, skills, and processes from Standards of Learning presented in previous grades as they build expertise in English.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Kindergarten



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At the kindergarten level, students will engage in a variety of oral language activities in order to develop their understanding of language and enhance their ability to communicate effectively. Of primary importance is the development of ~~phonemic skills~~ phonological awareness, ~~that are the precursor~~ which is essential for success in ~~learning to decode words~~ literacy. Emphasis will be placed on having the students build and use listening and speaking vocabularies through participation in oral language activities employing poems, rhymes, songs, and stories. Students will learn rules for conversation and skills for participation in discussions. They will also learn how to formulate basic investigative questions.

K.1 The student will demonstrate growth in the use of oral language.

a) Listen to a variety of literary forms, including stories and poems.
b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.
c) Participate in oral generation of language experience narratives.
d) Participate in creative dramatics.
e) Use complete sentences that include subject, verb, and object.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will expand their oral language vocabulary by listening to and participating in a variety of ~~literary~~ literacy experiences~~, including fiction and nonfiction print materials and trade books~~ that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. • ~~These interactions provide opportunities for students to mimic language and experiment with new words, word patterns, and rhymes in order to expand their working vocabularies.~~ • By participating in choral and echo speaking, language experience narratives and creative dramatics (e.g., songs, poems, role play, storytelling), students will expand their oral language. • A language experience narrative can be produced from any individual or group experience. For an individual language experience narrative the student dictates a story to the teacher. For the group language experience narrative students contribute ideas to develop sentences for a class story.	**All students should** • understand that oral language entertains and communicates information.	**To be successful with this standard, students are expected to** • ~~listen to a variety of literary forms, including predictable texts, patterned texts, poems, fairy tales, legends, stories, and informational texts found in fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.~~ • listen to texts read aloud and ask and answer questions for further understanding. • participate in choral and echo speaking and ~~echo reading~~ recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains. • generate ideas to develop a group language experience narrative. • dictate sentences about a group experience for a group language experience narrative (e.g., a story about a class field trip). • dictate an experience or story to create an individual language experience narrative (e.g., a story about a family pet). • use drama to retell familiar stories, rhymes, and poems (e.g., storytelling with role play or puppets). • participate in creative dramatics, such as classroom songs, plays, skits, and group activities designed to give students frequent opportunities for listening and speaking. • use complete sentences that include subject, verb, and object when speaking.

K.1 The student will demonstrate growth in the use of oral language.

a) Listen to a variety of literary forms, including stories and poems.
b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.
c) Participate in oral generation of language experience narratives.
d) Participate in creative dramatics.
e) Use complete sentences that include subject, verb, and object.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• ~~identify words that rhyme~~.

K.2 The student will expand understanding and use of word meanings.

a) Increase listening and speaking vocabularies.
b) Use number words.
c) Use words to describe/name people, places, and things.
d) Use words to describe/name location, size, color, and shape.
e) Use words to describe/name actions.
f) Ask about words not understood.
g) Use vocabulary from other content areas.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will expand ~~and use their listening and speaking vocabularies~~ understanding and use of word meanings through ~~across the curricula~~ cross-curricular activities ~~that develop their use of descriptive/naming words~~. • ~~This v~~Vocabulary growth aids in development of reading and comprehension as students progress in school. • Teachers should provide opportunities for students to participate in partner or group activities to use descriptive words (e.g., read and sing number poems and songs). • Teacher-initiated activities will expand students' language by introducing new vocabulary in the context of ~~fiction and nonfiction print materials and trade books~~ a variety of texts that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, and by modeling ways to participate in discussions about learning. • Teacher modeling of the appropriate use of content vocabulary will help students expand	**All students should** • understand that learning new words enhances communication. • understand that word choice makes communication clearer. • understand that information can be gained by asking about words not understood.	**To be successful with this standard, students are expected to** • understand and use number words in conversations, during partner and group activities, and during teacher-directed instruction. • use words to describe or name people, places, feelings, and things during partner and group activities and during teacher-directed instruction. • use size, shape, color, and spatial words to describe people, places, and things during group or individual activities and during teacher-directed instruction. • use words to show direction and location ~~such as~~(e.g., on, off, in, out, *over*, *under*, *between*, and *beside)* to describe location. • use a variety of words to describe the actions of characters and people in real and make-believe settings in response to stories or class activities. • recognize when they do not understand a word or phrase and seek clarification by asking a peer or an adult. • use vocabulary from content areas during partner or group activities and during teacher-directed instruction.

K.2 The student will expand understanding and use of word meanings.

a) Increase listening and speaking vocabularies.
b) Use number words.
c) Use words to describe/name people, places, and things.
d) Use words to describe/name location, size, color, and shape.
e) Use words to describe/name actions.
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g) Use vocabulary from other content areas.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
their use of word meanings.		

K.3 The student will build oral communication skills.

a) Express ideas in complete sentences and express needs through direct requests.
b) Begin to initiate conversations.
c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.
d) Listen and speak in informal conversations with peers and adults.
e) Participate in group and partner discussions about various texts and topics.
f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.
g) Follow one- and two-step directions.
h) Begin to ask how and why questions.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will build oral communication skills within a language-rich environment through a variety of experiences. • ~~In this environment, students will accumulate experiences from which concepts and thoughts can be formed.~~ • With teacher support students ~~will learn to~~ generate how and why questions across ~~the~~ curricula and begin to use these questions to guide their search for answers. • ~~Students will have opportunities~~ ~~i~~In various group settings, students should have opportunities to initiate informal conversations with peers and adults, learning and practicing implicit rules for conversation ~~such as~~ (e.g., voice level and intonation appropriate for specific language situations).	**All students should** • understand that conversation is ~~a two-way interaction~~ interactive. • begin to understand that the setting influences rules for communication. • understand that information can be gained by ~~seeking answers to~~ generating questions and seeking answers.	**To be successful with this standard, students are expected to** • speak audibly in complete~~, simple~~ sentences, expressing thoughts, feelings and ideas clearly. • verbally express needs through direct requests. • participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small group, teacher-led). • initiate conversations with peers and teachers in a variety of school settings. • listen attentively to others in a variety of formal and informal settings involving peers and adults. • participate in partner or group activities, (i.e., conversations, discussions, book chats, retellings of stories, choral speaking, language experience narratives, morning routines, dramatizations and role play). • listen to and discuss ~~fiction and nonfiction print materials and trade books~~ a variety of texts that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. • wait for their turn to speak, allowing others to speak without unnecessary interruptions. • ~~wait for their turn to speak~~

K.3 The student will build oral communication skills.

a) Express ideas in complete sentences and express needs through direct requests.
b) Begin to initiate conversations.
c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.
d) Listen and speak in informal conversations with peers and adults.
e) Participate in group and partner discussions about various texts and topics.
f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.
g) Follow one- and two-step directions.
h) Begin to ask how and why questions.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• ~~stay~~ maintain conversation on topic through multiple exchanges. • in group and partner discussions clearly state a thought related to the book or topic being discussed. • begin to use voice level, phrasing~~,~~ and intonation appropriate for the language situation. • match language to the purpose, situation, environment, and audience. • repeat and follow one~~-step~~ and two-step oral directions. • ~~ask how and why questions to gain information.~~ • ~~understand the difference between stating known facts and formulating how and why questions~~ • ask who, what, where, when, why, and how questions to obtain information, seek help, or clarify something not understood. • ~~predict how to find answers to questions~~ • ~~begin to use pictures and other visuals to answer questions.~~

K.4 The student will identify, say, segment, and blend various units of speech sounds.

a) Begin to discriminate between spoken sentences, words, and syllables.
b) Identify and produce words that rhyme.
c) Blend and segment multisyllabic words at the syllable level.
d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).
e) Identify words according to shared beginning and/or ending sounds.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will focus on various units of speech sounds in words ~~and discern the phonemes of spoken language~~. • This skill includes an understanding of the hierarchical concepts of sentence, word, syllable, and letter. Consequently, students need to demonstrate the ability to ~~break down~~ segment a sentence orally into individual words and to ~~break down~~ segment individual words into individual syllables and sounds. • Phonological awareness is the term used to describe a student's understanding that spoken words consist of sounds. Students who are *phonologically aware* demonstrate an ability to hear and manipulate the sound structure of language at each of the word, syllable and phoneme (individual sound) levels. • Phonological awareness typically progresses in a developmental continuum, (i.e., rhyming → sentence segmenting → syllable blending/segmenting → syllable splitting [onset and rime blending/segmenting] → phoneme blending, segmenting, and manipulating). • Students who are *phonemically aware* are able to attend to the individual phonemes of spoken	**All students should** • understand that words are made up of small units of sound and that these sounds can be blended to make a word. • understand that words are made up of syllables. • understand that a spoken sentence is made up of individual words.	**To be successful with this standard, students are expected to** • focus on speech sounds. • ~~break down a sentence into individual words~~ • demonstrate the concept of word by ~~dividing~~ segmenting spoken sentences into individual words. • ~~break down~~ segment a word into individual syllables by clapping hands or snapping fingers. • discriminate between large phonological units of running speech, sentences, words, and syllables. • identify a word that rhymes with a spoken word. • supply a word that rhymes with a spoken word. • produce rhyming words and recognize pairs of rhyming words presented orally. • generate rhyming words based on a given rhyming pattern. • supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines. • blend and segment consonants and rimes of spoken words (e.g., /b/- /oat/ = *boat*, *black* = /bl/- /ack/). • blend and segment multisyllabic words into syllables (e.g. the teacher asks students to *say robot without the /ro-/* and students respond with */bot/)*. • recognize that a word ~~breaks down~~ can be segmented into individual

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b) Identify and produce words that rhyme.
c) Blend and segment multisyllabic words at the syllable level.
d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).
e) Identify words according to shared beginning and/or ending sounds.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
language by demonstrating the higher-order ability to blend, segment and manipulate them. • Students orally **blend** speech sound units **(**phonemes) together to make a word (e.g., /m/-/a/-/n/ → man). • Students **segment** spoken words into individual sounds (e.g., man → /m/- /a/- /n/. • Understanding rhyme allows students to generate new words from a known word (e.g., if the student knows the word "fun," then he/she can orally produce the word "run.") It is more difficult to produce a rhyme than to identify a rhyme when presented orally. • **Syllables** are units of speech that consist of a vowel preceded and/or followed by consonants. Each time a syllable is produced, the mouth opens and closes. Each syllable spoken consists of a single rhythmic beat (e.g., the word *absent* has two syllables: ab/sent). • ~~The level of complexity increases as students then isolate the initial and final sounds of a word. Isolating the medial sound is yet more complex. The most sophisticated skill is breaking the word into the phonemes that comprise it.~~ • **Phonemes** are the smallest units of sound in spoken language.		~~phonemes (onset) and ending (rimes)~~ speech sound units. • recognize how phonemes sound when spoken in isolation. • recognize similarities and differences in beginning and ending sounds ~~(phonemes)~~ of words. • determine the order of speech sounds ~~(phonemes)~~ in a given word by answering the following questions: ° What is the beginning sound you hear? ° What is the ending sound you hear? • ~~supply~~ produce a word that has the same beginning or ending sound ~~(phoneme)~~ as a spoken word (e.g., /***s***ock/- /***s***un/ and /ho***t***/- /ra***t***/). • identify pictures of objects whose names share the same beginning or ending sound ~~(phoneme)~~. • sort pictures ~~of~~ or objects whose names share the same beginning or ending sound ~~(phoneme)~~. • blend three ~~given~~ spoken phonemes to make words (e.g., ~~For example,~~ the teacher says */c/ /a/ /t/*, and the student blends the phonemes to say the word *cat*). • segment one-syllable words into onset and rime (e.g., the teacher says the word *hat* and when asked, the student verbally says */h/* for the onset and */-at/* for the rime.) Students are not expected to know the terms onset and rime. • segment one-syllable words into speech sound~~s~~ units ~~(phonemes)~~ (e.g., the teacher says the word bat, and the student segments the sounds */b/- /a/- /t/*). • substitute the beginning consonant to make a new word (e.g., the teacher asks the student to say *cat, but in the place of /c/ she asks them to say /b/,*

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b) Identify and produce words that rhyme.
c) Blend and segment multisyllabic words at the syllable level.
d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).
e) Identify words according to shared beginning and/or ending sounds.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Through many learning experiences with songs, rhymes, and language play, students will develop the ability to hear, ~~say~~ produce, and manipulate phonemes. • The ability to segment and blend phonemes facilitates spelling and decoding. • **Onsets** are speech sounds (/b/, /c/, /f/, /h/) before a vowel. **Rimes** are comprised of the vowel and what follows (e.g., -at, -it, -op). If a one-syllable word begins with a vowel, it has only a rime. Many words are formed by combining onsets and rimes (bat, ~~cat~~ bit, ~~fat~~ but~~, hat~~) ~~(Note: Students are not expected to know these terms)~~.		and the student responds with *bat*).

At the kindergarten level, students will be immersed in a print-rich environment. They will learn the concepts of print, basic phonetic principles, comprehension of stories, and letter identification skills through systematic, direct instruction, individual and small group activities, and time spent exploring and reading books and other print material. Students will learn to identify and name the uppercase and lowercase letters of the alphabet, understand that letters represent sounds, and identify beginning consonant sounds in single consonant words. They will also learn to comprehend and relate stories through drama, retelling, drawing, and their own writing.

K.5 The student will understand how print is organized and read.

a) Hold print materials in the correct position.
b) Identify the front cover, back cover, and title page of a book.
c) Distinguish between print and pictures.
d) Follow words from left to right and from top to bottom on a printed page.
e) Match voice with print (concept of word).

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will understand book handling skills, directionality of print, and the correspondence of the spoken word to the written word. • The ability to match spoken words to print involves developing a student's *concept of word.* Instruction may include modeling how print is organized, pointing to words on a page as it is read, and having students "finger-point read" memorized text.	**All students should** • understand that all print materials in English follow similar patterns. • understand that there is a one-to-one correspondence between the spoken and written word.	**To be successful with this standard, students are expected to** • hold printed material the correct way. • identify the front and back covers of a book. • distinguish the title page from all the other pages in a book. • turn pages appropriately. • distinguish print from pictures. • follow text with a finger, pointing to each word as it is read from left to right and top to bottom. • locate lines of text, words, letters, and spaces. • match voice with print in syllables, words, and phrases. • locate and name periods, question marks, and exclamation points.

K.6 The student will demonstrate an understanding that print conveys meaning.

a) Identify common signs and logos.
b) Explain that printed materials provide information.
c) Read and explain own writing and drawings.
d) Read his/her name and read fifteen meaningful, concrete words.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will learn that books, environmental print (print seen in one's environment), and other printed materials ~~have a constant~~ convey meaning and provide information for the reader. • Teachers should provide a variety of opportunities for ~~S~~students ~~should~~ to demonstrate their understanding of the constancy of print by drawing pictures and producing their own written messages to communicate ~~with others~~ ideas and information. • These messages may include scribbles, letter approximations, letter strings, and invented spellings. • Concrete words are specific words that refer to definite persons, places or things. • Students who recognize words automatically spend less time decoding and can pay more attention to comprehending what is being read. • ~~Students will read his/her name~~. • Provide opportunities for the student to read his/her name.	**All students should** • understand that print ~~communicates a message~~ conveys meaning.	**To be successful with this standard, students are expected to** • apply knowledge that print conveys ~~a message~~ meaning. • recognize and identify common signs, logos, and labels. • explain that printed ~~text~~ material provides information. • read and explain their own drawings and writings. • locate ~~high-frequency~~ commonly used words and phrases in familiar text. • recognize ~~ten~~ a selection of high-frequency and sight words as well as read fifteen meaningful, concrete words. (Each student may know a different set of words.) • recognize and identify their own first and last names. ~~and the first names of classmates~~ • ~~retell information gathered from looking at a picture or from listening to a text read to them.~~

K.7 The student will develop an understanding of basic phonetic principles.

a) Identify and name the uppercase and lowercase letters of the alphabet.
b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.
c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.
d) Identify beginning consonant sounds in single-syllable words.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will ~~learn and understand how letters and sounds work in written language~~ develop an understanding of basic phonetic principles. • ~~Students will learn and understand how letters and sounds work in written language.~~ • ~~Students will learn to identify uppercase and lowercase letters in isolation in sequential order and in random order.~~ • Phonetic skills are the foundation for decoding and encoding words — i.e., they are the basic skills needed to develop fluency and automaticity in reading and writing. • A **digraph** is the spelling of one sound using two letters. Digraphs can spell consonant sounds (e.g., sh, ch, th, ng) or vowel sounds (e.g., ai, ay, ee, ea, oo, ow, ey, oi, oy, au, aw).	**All students should** • understand that there is a one-to-one correspondence between spoken and written words. • understand that written words are composed of letters that represent specific sounds.	**To be successful with this standard, students are expected to** • recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order. • match uppercase and lowercase letter pairs. • ~~recognize and say~~ produce the usual sounds of ~~all letters~~ consonants, short vowels and initial consonant digraphs. • demonstrate concept of word by: ° tracking familiar print from left to right and top to bottom; and ° matching spoken words to print including words with more than one syllable. • write the grapheme (letter) that represents a spoken sound. • use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant. • isolate initial consonants in single-syllable words (~~For example,~~ e.g., */t/* is the first sound in *top*). • ~~associate~~ identify long and short sounds with common spellings for the five major vowels. • distinguish between similarly spelled words by identifying sounds of the letters that differ. • ~~identify the~~ segment onsets ~~(*/c/*)~~ and rimes ~~(*-at*)~~ and begin to ~~separate the sounds fully (*/c/ /a/ /t/*) by saying each sound aloud~~ blend to form the words.

K.7 The student will develop an understanding of basic phonetic principles.

a) Identify and name the uppercase and lowercase letters of the alphabet.

b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.

c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.

d) Identify beginning consonant sounds in single-syllable words.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• ~~blend onsets (*/c/*) and rimes (*-at*) to form words (*cat*)~~ • ~~substitute other onsets (*/b/* for */c/*) to form different words (*bat*).~~

K.8 The student will expand vocabulary.

a) Discuss meanings of words.

b) Develop vocabulary by listening to a variety of texts read aloud.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will expand their ~~oral language~~ vocabulary by listening to and participating in a variety of ~~literary~~ literacy experiences, including, but not limited to, discussion and listening to a variety of texts read aloud ~~including fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics~~. • ~~These interactions~~ Teachers reading texts aloud provide opportunities for students to have ~~mimic~~ language modeled for them and expose them to ~~experiment with~~ new words~~, word patterns, and rhymes~~ in order to expand their working vocabularies. • ~~This~~ Vocabulary growth aids in development of reading and comprehension ~~as students progress in school~~.	**All students should** • understand that vocabulary is made up of words and that words have meaning.	**To be successful with this standard, students are expected to** • discuss meanings of specific words including synonyms and antonyms in partner, group and teacher-guided settings. • identify new meanings for familiar words and apply them accurately (e.g., knowing *water* as a drink and learning the verb *water the flowers*). • sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • use common adjectives to distinguish objects (e.g., the *small red* square; the *shy white cat*) (Students are not required to know the term adjective at this level.). • ask and respond to questions about unknown words in a text. • identify real-life connections between words and their use (e.g., places that are *loud*). • use newly learned words in literacy tasks. • ~~listen to a variety of literary forms, including predictable texts, patterned texts, poems, fairy tales, legends, stories, and informational texts found in fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.~~

K.9 The student will demonstrate comprehension of fictional texts.

a) Identify what an author does and what an illustrator does.
b) Relate previous experiences to what is read.
c) Use pictures to make predictions.
d) Begin to ask and answer questions about what is read.
e) Use story language in discussions and retellings.
f) Retell familiar stories, using beginning, middle, and end.
g) Discuss characters, setting, and events.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard ~~relative to fiction~~ is that students will understand the elements of a story (characters, setting, problem/solution, events) and begin to analyze these elements for meaning. • Students will learn that comprehension is an active process requiring them to use their own experiences and learn new vocabulary in order to get meaning from fictional texts ~~and nonfiction~~ that ~~is~~ are read aloud to them. • Students should be exposed to and be able to recognize various types of fictional texts (e.g., storybooks, poems).	**All students should** • understand that ~~print material~~ fictional texts tell~~s~~ a story ~~or provides information~~. • understand that authors tell stories through words and illustrators ~~create books~~ tell stories with pictures.	**To be successful with this standard, students are expected to** • identify the roles of ~~an~~ the author and ~~an~~ the illustrator of selected texts. • make ongoing predictions based on illustrations and ~~or portions of a~~ text. • describe the relationship between illustration and the story (e.g., what moment in the story does the illustration depict). • link knowledge from their own experiences to make sense of and talk about a text. • give evidence that they understand the meaning of what is being read aloud, including the who, what, when, where, why, and how. • ask and respond to simple questions about the content of a book. • use vocabulary from a story in discussions and retellings. • retell a story from pictures or text in their own words ~~or re-enact it~~, arranging the events in the correct sequence (beginning, middle, and end). • use words to sequence events ~~such as~~ (e.g., *before*, *after*, and *next*). • produce artwork or a written response (letters or phonetically spelled words) that demonstrates comprehension of a story that they have heard read aloud. • use descriptive language to talk about characters, settings, and events of a story. • recognize various types of fictional texts (e.g., storybooks, poems).

K.10 The student will demonstrate comprehension of nonfiction texts.
a) Use pictures to identify topic and make predictions.
b) Identify text features specific to the topic, such as titles, headings, and pictures.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard relative to nonfiction is that students will demonstrate comprehension of ~~nonfiction print materials and trade books~~ a variety of texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics~~, in order to build vocabulary and content knowledge~~. • Students will learn that comprehension is an active process requiring them to use their own experiences and learn new vocabulary in order to get meaning from ~~fiction and~~ nonfictional texts that ~~is~~ are read aloud to them. • Students' understanding of text features, (i.e., titles, headings, and graphics) will support comprehension of nonfiction texts.	**All students should** • understand that ~~print material tells a story or~~ nonfictional texts provide~~s~~ information.	**To be successful with this standard, students are expected to** • make ongoing predictions based on ~~illustrations~~ graphics ~~or~~ and ~~portions of a~~ text. • relate pictures and illustrations to the text in which they appear. • link knowledge from their own experiences to make sense of and talk about a text. • identify ~~name~~ the topic of a nonfiction selection. • ask and respond to simple questions about the content of a book. • discuss simple facts and information relevant to the topic. • identify text features including titles, headings and pictures in text. • identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

At the kindergarten level, students will begin to build a connection between oral and written language. Awareness that spoken language can be written and written language can be read is a fundamental concept in communicating ideas. Students will learn to print the uppercase and lowercase letters of the alphabet as well as their first and last names. Kindergarten writing reflects the students' oral language. Students will communicate their ideas through drawings, scribbles, letter strings, letter approximations, and dictation to adults.

K.11 The student will print in manuscript.

a) Print uppercase and lowercase letters of the alphabet independently.

b) Print his/her first and last names.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will begin developing neat, legible handwriting. • ~~The intent of this standard is that s~~Students will learn to print uppercase and lowercase letters of the alphabet. • Students need explicit, direct instruction to learn to form uppercase and lowercase manuscript letters correctly. • Reproducing letters with automaticity assists with learning sounds, spelling words and word recognition. • ~~Students also need to be taught~~ Teaching appropriate pencil grip will assist students with printing in manuscript.	**All students should** • understand that there are correct ways to write the manuscript letters of the alphabet. • understand that their written name provides identification. • understand that printing properly formed letters makes manuscript writing legible.	**To be successful with this standard, students are expected to** • use appropriate pencil grip. • print upper- and lower-case letters of the alphabet legibly and independently. • use ~~standard~~ manuscript letter formation. • use ~~standard~~ manuscript number formation. • ~~recognize their first and last names~~ • form the letters of and space their first and last names. • ~~know that the first letter of their first name and the first letter of their last name are always capital letters~~ • write their first and last names for a variety of purposes. • capitalize the first word in a sentence and the pronoun *I*.

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

a) Differentiate pictures from writing.
b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.
c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.
d) Write left to right and top to bottom.

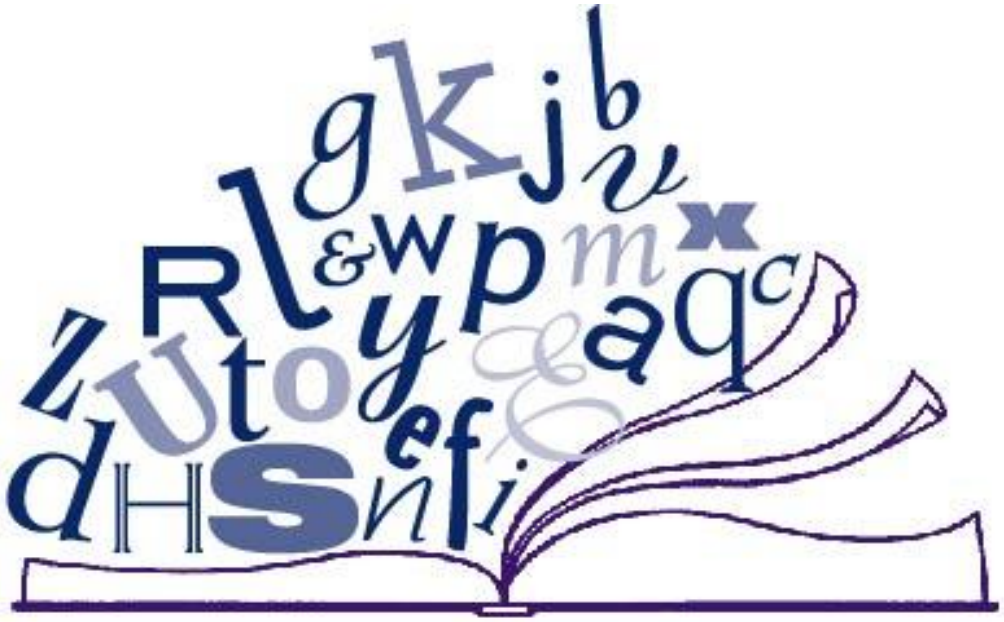
UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will understand that writing is used for a variety of purposes, including sharing events and telling stories (narrative writing), informing others and making reports (informational writing), labeling and making lists (functional writing), and responding to literature. • Writing in kindergarten ~~sets the stage~~ prepares students for ~~formal writing~~ more formalized writing styles in ~~other~~ subsequent grades. • Students will draw upon their growing phonetic knowledge to spell words using letters and beginning consonant sounds when describing pictures or writing about experiences. • Beginning writings may include drawings, letter strings, scribbles, letter approximations, and other graphic representations, as well as phonetically spelled words.	**All students should** • understand that their writing serves a variety of purposes.	**To be successful with this standard, students are expected to** • distinguish print from pictures. • write daily for a variety of purposes (e.g., practicing formation of alphabet letters, labeling, and journal writing). • write on assigned and/or self-selected topics. • use writing, dictation, and drawing to compose informative/explanatory texts that ~~name~~ introduce a topic (what they are writing about), state an opinion or some facts and provide some information (e.g., ~~My family~~ My favorite book is …). • use writing, dictation, and drawing to narrate an event. • ~~write without resistance when given the necessary time, place, and materials~~ • generate text to communicate and make meaning by creating drawings, letter strings, scribbles, letter approximations, or other graphic representations, as well as phonetically spelled words. • write left to right and top to bottom.

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will use available technology for reading and writing.	**All students should** • understand that ~~computers are~~ technology is a way to interact with print.	**To be successful with this standard, students are expected to** • ~~use "skill and practice" software.~~ • ~~use word processing software.~~ • use available digital tools for reading and writing. • ask and respond to questions about material presented through various media formats. • share their writing with others.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade One



Final Review
November 18, 2010

Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the first-grade level, students will continue to engage in a variety of oral language activities to develop their understanding of language and to enhance their ability to communicate effectively. They will continue to build vocabulary as they participate in listening and speaking activities in the classroom. They will also begin to use their oral language skills to gain and explain information. In addition, students will continue to develop the higher-level phonemic awareness skills of segmentation, deletion, and substitution.

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 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.
e) Express ideas orally in complete sentences.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to demonstrate growth in the use of oral language and vocabulary by listening to and discussing ~~fiction and nonfiction print materials and trade books~~ a variety of texts that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. • Students ~~will~~ should have opportunities to interact with a variety of electronic media and participate in numerous oral language activities. • ~~These activities will~~ Students should be engaged in activities that encourage the use of complete sentences and include the telling or retelling of stories and events in logical order.	**All students should** • understand that oral language is ~~can be~~ used to ~~tell a story and to express ideas~~ communicate a variety of ideas for a variety of purposes.	**To be successful with this standard, students are expected to** • produce complete sentences when appropriate to task and situation. • participate in a variety of oral language activities, such as: ◦ ~~listening to and discussing fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.~~ ◦ ~~listening and responding to stories and poems presented through recordings and experiencing other audiovisual materials in the context of curricular goals and objectives~~. ◦ listening to stories and poems read aloud daily; ◦ participating in discussions about stories and poems; ◦ talking about words and their meanings as they are encountered in stories, poems, and conversations; ◦ giving reactions to stories and poems; ◦ asking and answering questions about what is said in order to gather additional information or clarify something not understood; ◦ verbally express ideas and feelings; and ◦ describe people, places, things, and events with details. • tell and retell stories and events in logical order by: ◦ retelling stories orally and through informal drama; ◦ dictating retelling of stories; ◦ indicating first, next, and last events in a story; and ◦ creating their own stories, poems, plays, and songs. • participate in daily oral language activities~~, including~~ (e.g., choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated

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 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.
e) Express ideas orally in complete sentences.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		patterns). • participate in creative dramatics, (e.g., classroom songs, plays, skits, and group activities) designed to give students frequent opportunities for listening and speaking. • speak to one another, and listen to each other at appropriate times during lessons. • ~~express themselves in complete sentences.~~

1.2 The student will expand understanding and use of word meanings.

a) Increase listening and speaking vocabularies.
b) Begin to ask for clarification and explanation of words and ideas.
c) Use common singular and plural nouns.
d) Use vocabulary from other content areas.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will expand their listening and speaking vocabularies and their understanding and use of word meanings through activities across curricula ~~that develop the use of describing and naming words~~. • ~~Students will demonstrate an increase in vocabulary by giving and following directions.~~ • Students ~~will learn~~ should have opportunities to practice asking for clarification and explanation of unfamiliar words that are encountered across curricula. • Students should have opportunities to use vocabulary from other content areas. • ~~This v~~Vocabulary growth aids in the development of reading ~~and~~ comprehension as students progress in school. • One method for increasing listening (receptive) and speaking (expressive) vocabulary is for the teacher to pause at times during classroom read-aloud sessions to draw attention to key vocabulary and to encourage students to use the words while speaking.	**All students should** • understand that specific word choice makes communication clearer. • understand that nouns can have quantifiable attributes (singular or plural).	**To be successful with this standard, students are expected to** • learn and use new words encountered in discussions and in books that the teacher ~~are~~ reads aloud. • ~~use words to orally describe actions, people, places, things, and ideas~~ participate in listening and speaking activities. • ask for meanings and clarification of unfamiliar words and ideas. • use common singular and plural nouns ~~appropriately~~ with matching verbs in basic sentences (e.g., *She walks.*, *We walk.*). • use common irregular plural forms, such as *man*/*men*, *child*/*children*, and *mouse*/*mice*. • use common pronouns (e.g., I, me, mine; they, them, theirs, anyone, everything). • use articles (e.g., a, an, the), conjunctions (e.g., and, but, or, so, because), and prepositions (e.g., during, beyond, toward) correctly. • use vocabulary from other content areas.

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.
d) Follow simple two-step oral directions.
e) Give simple two-step oral directions.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will use oral language to respond appropriately in group situations to both peers and adults. • Teacher modeling of questioning techniques will support students in generating a variety of questions across curricula and in using questions to guide their search for answers.	**All students should** • understand that the setting influences the rules for communication. • ~~ask and answer relevant questions about a specific topic.~~ • understand that information can be gained by asking and answering relevant questions about a specific topic.	**To be successful with this standard, students are expected to** • initiate conversation in a variety of school settings. • participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., partner, small-group, teacher led). • ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others). • sustain two-person conversation through multiple exchanges. • ~~stay on topic~~ • use voice level and intonation appropriate for ~~the~~ small-group settings. • follow rules for conversation, including listening and taking turns. • ask and respond to relevant questions in partner, group, and teacher-led settings. • follow simple two-step oral directions. • give simple two-step directions. • use words of time and position, including *first*, *second*, *next*, *on*, *under*, *beside*, and *over,* to give directions orally. • use action words (verbs), including, but not limited to, *mark*, *circle*, *color*, and *draw,* to give directions orally.

1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.

a) Create rhyming words.
b) Count phonemes (sounds) in one-syllable words.
c) Blend sounds to make one-syllable words.
d) Segment one-syllable words into individual speech sounds (phonemes).
e) Add or delete phonemes (sounds) to make new words.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to build and practice ~~phonemic~~ phonological awareness skills. • Explicit instruction allows students to consciously reflect on, produce, and manipulate sounds. • Through songs, poems, stories, and word play, students will ~~count phonemes,~~ create rhyming words, count phonemes, ~~segment and substitute sounds and~~ blend sounds, ~~to make words.~~ and add or delete phonemes to make new words. • Phonological awareness is the term used to describe a student's understanding that spoken words consist of sounds. Students who are *phonologically aware* demonstrate an ability to hear and manipulate the sound structure of language at each of the word, syllable and phoneme (individual sound) levels. • Phonological awareness typically progresses in a developmental continuum, (i.e., rhyming → sentence segmenting → syllable blending/segmenting → syllable splitting [onset and rime blending/segmenting] → phoneme blending, segmenting, and manipulating). • **Phonemes** are the smallest units of sound in language. • Students who are *phonemically aware* are able	**All students should** • understand that spoken words are made up of ~~individual phonemes~~ units of speech sounds within words, which can be ~~added or deleted~~ manipulated to make new words.	**To be successful with this standard, students are expected to** • identify, isolate, produce, and manipulate various units of speech sounds within words (e.g., syllables, onsets, rimes, and phonemes). • ~~generate~~ orally produce words that rhyme with an ~~teacher-given~~ audible guide word. • count phonemes in one-syllable words ~~with a maximum of three syllables~~. • ~~identify the onset and rime of words~~ • blend separately spoken phonemes to make ~~word parts and~~ ~~words with~~ one ~~to three~~ syllable~~s~~ into words. • segment words by ~~saying~~ producing each ~~sound~~ phoneme. • ~~add, delete, or change phonemes orally to change syllables or words~~ • ~~identify~~ determine whether the ~~middle~~ medial vowel sound is the same or different in a set of one-syllable words. • sort picture cards by beginning, medial, and ending phonemes. • delete a phoneme from an orally presented word to make a new word (e.g., rice/ice, beach/bee, weight/weigh, couch/cow). • add a phoneme from an orally presented word or rime to make a new word (e.g., pie/pipe, four/fork, cab/crab, ot/lot, ap/map). • change phonemes orally to make new words (e.g., rug/jug, bunch/lunch, card/cart, sat/sit).

1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.

a) Create rhyming words.
b) Count phonemes (sounds) in one-syllable words.
c) Blend sounds to make one-syllable words.
d) Segment one-syllable words into individual speech sounds (phonemes).
e) Add or delete phonemes (sounds) to make new words.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
to attend to the individual phonemes of spoken language by demonstrating the higher-order ability to blend, segment, and manipulate them. • **Syllables** are units of speech that consist of a vowel preceded and/or followed by consonants. Each time a syllable is produced; the mouth opens and closes. Each syllable spoken consists of a single rhythmic beat. For example, the word *absent* has two syllables: ab/sent. • **Onsets** are speech sounds (*/b/, /j/, /s/, /p/*) before a vowel. **Rimes** are the vowel and what follows (*-ack*). If a one-syllable word begins with a vowel, it has only a **rime**. Many words are formed by combining **onsets** and **rimes** (*back, jack, sack, pack*). (Note: Students are not expected to know these terms.) • Phonemic awareness can be developed as students practice distinguishing minimal pairs aurally. **Minimal pairs** are pairs of words which differ in only one phoneme (cape/tape, kite/tight, gas/gash).		

At the first-grade level, students will continue to be immersed in a print-rich environment. Having developed a concept of word and letter-sound correspondence, students will now concentrate on learning and integrating basic phonetic principles, decoding words in isolation, using meaning clues, and employing language and sentence structure to read and substantially increase their sight-word vocabulary. By the end of the first grade, they should have a reading vocabulary of 300 to 500 commonly used sight words and be able to decode single-syllable words.

These concepts and skills will be learned through systematic explicit direct instruction, individual and small-group activities, and time spent exploring and reading books and other print material. Through reading decodable books, students will build fluency and automaticity in using their knowledge of phonetic principles and print to read. Reading and listening to both fiction and nonfiction texts will give students opportunities to respond to readings in group discussions and through writing and drawing. Through reading and rereading, the students will build fluency and vocabulary and will become independent readers. Students will learn to use their knowledge of alphabetical order by first letter to find the meanings of unfamiliar words in picture and simple word dictionaries.

1.5 The student will apply knowledge of how print is organized and read.

a) Read from left to right and from top to bottom.
b) Match spoken words with print.
c) Identify letters, words, sentences, and ending punctuation.
d) Read his/her own writing.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will understand how to read print. • As students begin to read, they will apply their knowledge of directionality of text and their ability to match the spoken word to the print. • The ability to match spoken words to print involves a student's *concept of word*. A firm concept of word requires students to have an automatic knowledge of letter sounds, to be able to isolate consonant sounds at the beginning of words in context, and to remember previously viewed words from text.	**All students should** • understand that written text consists of letters, words, and sentences. • understand that oral language can be written and read.	**To be successful with this standard, students are expected to** • demonstrate concepts of ~~print and spoken~~ word by tracking print from left to right and top to bottom, following print from one line to the next line (return sweep), and matching spoken words to print. • identify letters, words, ~~and~~ sentences, and ending punctuation (i.e., periods, question and quotation marks, and exclamation points). • differentiate between letters and words by recognizing spaces between words in sentences and ~~locating capital letters in sentences locating periods, question marks, and exclamation points, speech bubbles, and quotation marks~~ recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point. • read their own writing.

1.6 The student will apply phonetic principles to read and spell.

a) Use beginning and ending consonants to decode and spell single-syllable words.
b) Use two-letter consonant blends to decode and spell single-syllable words.
c) Use beginning consonant digraphs to decode and spell single-syllable words.
d) Use short vowel sounds to decode and spell single-syllable words.
e) Blend beginning, middle, and ending sounds to recognize and read words.
f) Use word patterns to decode unfamiliar words.
g) Read and spell simple two-syllable compound words.
h) Read and spell commonly used sight words.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to learn and apply phonetic principles to decode unfamiliar words. • Students will learn to ~~sound out words~~ apply phonetic skills rather than rely on pictures and context as their primary strategies for decoding words. • Students **blend** speech sound units (phonemes) together to produce a word (e.g., /m/-/a/-/n/ → man). • Students **segment** words into individual sounds (e.g., man→ /m/- /a/- /n/. • ~~Students will segment and blend beginning and ending consonant sounds and vowel sounds to decode single-syllable words.~~ • Students will transfer their knowledge of word patterns to identify other words with the same pattern. • Students will also continue to develop their skill at automatically recognizing ~~high-frequency~~ commonly used sight words. Students who recognize words automatically	**All students should** • understand that knowledge of phonetic principles ~~the sounds of letters~~ can be applied to read ~~or~~ and spell words.	**To be successful with this standard, students are expected to** • apply knowledge of ~~beginning and ending consonants and short vowels~~ letter sounds in single-syllable words by: ° recognizing beginning, medial and ending ~~consonant sounds~~ phonemes; ° ~~separating~~ segmenting the ~~sounds~~ phonemes in a word into their complete sequence of individual phonemes (e.g., top: /t/-/o/-/p/, jump: /j/-/u/-/m/-/p/); and ° blending ~~separately spoken~~ phonemes to ~~make~~ decode or spell a word. ° ~~spelling words~~ • accurately decode unknown unfamiliar, orthographically regular, single-syllable words and nonsense words (e.g., *sit*, *zot*), using letter-sound mappings to sound them out. • apply knowledge of word patterns to decode unfamiliar words by recognizing word patterns~~, such as~~ (e.g., CVC) using onsets and rimes to create, read, and spell new words that include blends~~, such as~~(e.g., the *l* and *r* blends; and digraphs, including *ch*, *sh*, *th*, and *wh*). • use the consonant-vowel patterns CVC (e.g., pin), VC (e.g., in), and CVCC (e.g., wind), to decode and spell single-syllable words. • use the consonant-vowel patterns CVVC and CVCE to decode and spell some single-syllable words. • use knowledge that every syllable has a vowel sound to help determine if a word has one or two syllables.

1.6 The student will apply phonetic principles to read and spell.

a) Use beginning and ending consonants to decode and spell single-syllable words.
b) Use two-letter consonant blends to decode and spell single-syllable words.
c) Use beginning consonant digraphs to decode and spell single-syllable words.
d) Use short vowel sounds to decode and spell single-syllable words.
e) Blend beginning, middle, and ending sounds to recognize and read words.
f) Use word patterns to decode unfamiliar words.
g) Read and spell simple two-syllable compound words.
h) Read and spell commonly used sight words.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
spend less time decoding and can pay more attention to comprehending what is being read. • **Onsets** are speech sounds (*/b/, /j/, /s/, /p/*) before a vowel. **Rimes** are the vowel and what follows (*-ack*). If a one syllable word begins with a vowel, it has only a **rime**. Many words are formed by combining **onsets** and **rimes** (*back, jack, sack, pack*). (Note: Students are not expected to know these terms.) • Alphabet letters written between /slashes/ refer to their pronunciation (e.g., */sh/* refers to the initial sound heard in the word *sugar).*		• ~~recognize and use~~ read and spell simple two-syllable compound words. • read and spell simple two-syllable compound words following basic patterns by segmenting the words into syllables. • read and spell commonly used ~~high-frequency~~ sight words.

1.7 The student will use semantic clues and syntax to expand vocabulary when reading.

a) Use words, phrases, and sentences.
b) Use titles and pictures.
c) Use information in the story to read words.
d) Use knowledge of sentence structure.
e) Use knowledge of story structure.
f) Reread and self-correct.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will use ~~meaning~~ semantic clues and syntax to assist in developing an understanding of a text. • **Semantics** refer to the *meanings* of words or sentences. **Syntax** refers to the *rules or conventions* for the formation of grammatical sentences. (Note: Students are not expected to know these terms.) • Students will use pictures as well as the understanding of the story and topic to predict and check for comprehension ~~meaning~~ as they read. • ~~Students will use their knowledge of sentence structure (the order of words in a given type of sentence) when reading.~~ • Students' knowledge of sentence structure will include understanding that a sentence is a complete idea, which has a subject and a predicate. • ~~Whenever meaning breaks down, students will reread and self-correct to regain meaning~~. • Teacher prompting and scaffolding to direct the student to reread and self-correct will support comprehension. • **Prosody** refers to the rhythmic and intonational	**All students should** • understand that they will use a variety of strategies to read unfamiliar words.	**To be successful with this standard, students are expected to** • expand vocabulary by using frequently occurring root words to read inflectional forms (e.g., *look, looks, looked, looking*). • use sentence-level context as a clue to the meaning of words and phrases. • ~~use prior knowledge to interpret pictures~~ • use titles and pictures to make predictions about text. • use pictures and/or rereading to confirm vocabulary choice. • use ~~knowledge of the story or topic~~ information in the story to make predictions about vocabulary and text. • notice when words or sentences do not make sense in context. • ~~recognize complete sentences when reading~~ • use intonation, pauses, and ~~emphasis~~ emphases that signal the structure of the sentence when reading aloud (prosody). • use ~~clues of~~ punctuation clues, including period, question mark, exclamation point, commas, and quotation marks, to guide their ~~reading~~ comprehension. • ~~reread to confirm vocabulary choice~~ • use knowledge of story structure (i.e., characters, setting, problem/solution) to guide comprehension. • reread and self-correct when text does not make sense.

1.7 The student will use semantic clues and syntax to expand vocabulary when reading.

a) Use words, phrases, and sentences.
b) Use titles and pictures.
c) Use information in the story to read words.
d) Use knowledge of sentence structure.
e) Use knowledge of story structure.
f) Reread and self-correct.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension.		

1.8 The student will expand vocabulary.

a) Discuss meanings of words in context.
b) Develop vocabulary by listening to and reading a variety of texts.
c) Ask for the meaning of unknown words and make connections to familiar words.
d) Use text clues such as words or pictures to discern meanings of unknown words.
e) Use vocabulary from other content areas.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will expand their vocabulary by participating in a variety of literacy experiences. • Teachers reading texts aloud provide opportunities for students to have language modeled for them and expose them to new words, in order to expand their working vocabularies. • ~~Teacher-initiated activities will expand students' language by introducing new vocabulary in the context of fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.~~	**All students should** • understand that word meanings can be comprehended through context, discussion, connections to familiar words, and knowledge of vocabulary from other content areas.	**To be successful with this standard, students are expected to** • understand and discuss the meanings of new words as presented in context. • develop their vocabulary by listening to and reading a variety of texts (e.g., predictable, decodable, and narrative/expository texts written in the original, natural language of the authors). • use words, pictures, and other clues from text to confirm or self-correct, rereading as necessary. • ask for the meaning of unknown words and make connections to familiar words by: ° sorting words into categories (e.g., colors, animals); ° defining words by category and by one or more attributes (e.g., *a swan is a bird that swims, a cardinal is a red bird*); and ° identifying real-life connections between words and their use (e.g., places that are *safe*). • use vocabulary from other content areas in literacy tasks.

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

a) Preview the selection.
b) Set a purpose for reading.
c) Relate previous experiences to what is read.
d) Make and confirm predictions.
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 main idea or theme.
i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard ~~relative to fiction~~ is that students will build fluency and experience success as ~~a~~ readers while reading aloud and will begin to develop and demonstrate comprehension skills by reading a variety of fiction and poetry selections. • Students will demonstrate comprehension of story elements in fiction and poetry selections by identifying the character, setting, and topic or main idea. • Students will continue to learn to relate their prior knowledge to the topic of the text and use this knowledge and information from the text to make and confirm predictions as well as to ask and answer questions. • Teachers should read a wide range of fiction and nonfiction texts aloud and explain differences between books that tell stories and books that provide information. • To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological	**All students should** • understand that they should use a variety of strategies to assist with comprehension. • understand that orally read text has a rhythm and expression that helps convey meaning.	**To be successful with this standard, students are expected to** • preview reading material by looking at the book's cover and illustrations and by reading titles and headings. • ~~choose~~ set a purpose for reading by looking at the illustrations, ~~determining~~ activating prior knowledge, and predicting the outcome of the selection. • identify who is telling the story at various points in a text. • ~~draw on prior knowledge to make predictions before and during reading~~ • use knowledge from their own experience to make sense of and talk about a text. • draw on prior knowledge to make and confirm predictions ~~based on illustrations or portions of the text~~ before, during, and after reading. • ask and answer simple questions (e.g., who, what, when, where, why, and how)~~questions~~ about a selection. • ~~identify characters, setting, and important events~~ • identify and describe characters, settings, and important events in a story using details. • use illustrations and details to describe characters, settings, and important events in a story.

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

a) Preview the selection.
b) Set a purpose for reading.
c) Relate previous experiences to what is read.
d) Make and confirm predictions.
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 main idea or theme.
i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
Awareness Literacy Screening (PALS): ~~Reading levels~~: ° independent level – ~~95%~~ 98-100% accuracy, or about ~~1~~ two of every ~~20~~ 100 words misread; student reads independently with little or no instructional support, and comprehension is strong. ° instructional level – 90-97% accuracy, or ~~about 1 of every 10~~ three to ten words of every 100 words misread (For preprimer text, instructional level is between 85%-97%.); student reads with modest accuracy and variable fluency and comprehension should be closely monitored. ° frustration level – less than 90% accuracy, or more than ~~1 of every 10~~ ten of every 100 words misread (For preprimer text, frustration level is less than 85%.); student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected. • Fluency develops as students have the opportunity to practice reading on their independent reading level. • ~~Students should read at least 60 words per~~		• demonstrate comprehension by retelling stories and events orally or in writing, using beginning, middle, and end structure, and demonstrating comprehension of the central message or lesson. • identify the ~~topic or~~ main idea or theme of a short fiction ~~or nonfiction~~ selection. • identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • read a wide variety of self-selected and teacher-selected stories, and poems ~~and informational texts~~ aloud. • use expression and intonation to convey meaning when reading aloud (prosody). • ~~practice reading in texts on their independent reading level to develop accuracy, fluency, and expression~~ • reread as necessary to confirm and self-correct word recognition and understanding. • practice reading and rereading familiar stories, poems, and passages at their independent reading level to develop fluency, accuracy, and meaningful expression. • ~~create artwork or a written response that shows comprehension of a selection~~ • ~~extend the story orally or with drawings~~

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

a) Preview the selection.
b) Set a purpose for reading.
c) Relate previous experiences to what is read.
d) Make and confirm predictions.
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 main idea or theme.
i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
~~minute in grade-level material~~ • The table below presents the results of research on oral reading fluency rates for students at the 90th, 75th and 50th percentiles throughout the school year. These fluency rates are reported as words correct per minute (WCPM) for first-grade students reading first-grade text: Percentile / Midyear WCPM / Spring WCPM 90 / 81 / 111 75 / 47 / 82 50 / 23 / 53 Hasbrouck, J.E., & Tindal, G.A. (2006) • **Prosody** refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension.		

1.10 The student will read and demonstrate comprehension of a variety of nonfiction 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 reread familiar passages with fluency, accuracy, and meaningful expression.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard ~~relative to nonfiction~~ is that students will read and demonstrate comprehension of nonfiction ~~print materials and trade books~~ texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics~~, in order to build vocabulary and content knowledge~~. • Students will continue to learn to relate their prior knowledge to the topic of the text and use this knowledge and information from the text to make and confirm predictions as well as to ask and answer questions. • Strategies to increase prior knowledge include building on what students already know, discussing real-life experiences, and providing vicarious experiences through reading.	**All students should** • understand that they should use a variety of strategies to assist with comprehension of nonfiction texts. • understand that orally read text has a rhythm and expression that helps convey meaning.	**To be successful with this standard, students are expected to** • read with purpose and understanding. • preview reading material by looking at the book's cover and illustrations or other graphics and by reading titles and headings. • ~~choose~~ set a purpose for reading by looking at the illustrations or other graphics, ~~determining~~ activating prior knowledge, and predicting the outcome of the selection. • identify text features (e.g., illustrations, photographs, headings, charts and captions). • use text features to locate facts and information in a text (e.g., headings, tables of contents, glossaries). • distinguish between information provided by pictures or illustrations and information provided by words in the text. • make and confirm predictions before, during, and after reading. • ask and answer simple questions (e.g., who, what, when, where, why, and how) about a selection. • read a wide variety of self-selected and teacher-selected informational texts aloud. • read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines.

1.10 The student will read and demonstrate comprehension of a variety of nonfiction 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 reread familiar passages with fluency, accuracy, and meaningful expression.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• identify the ~~topic or~~ main idea and key details of a short ~~fiction or~~ nonfiction selection. • identify the reasons an author gives to support points in a text. • practice reading and rereading texts on their independent reading level to develop accuracy, fluency, and meaningful expression.

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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that ~~students will use~~ simple, and accessible reference materials will serve as resources for student learning. • Students will use their knowledge of alphabetical order by first letter to find words in picture dictionaries.	**All students should** • understand that many reference materials are organized in alphabetical order. • understand that reference materials provide information.	**To be successful with this standard, students are expected to** • use simple reference materials. • alphabetize a list of five to eight words according to first letter. • use a picture dictionary to locate unfamiliar words.

At the first-grade level, reading and writing will develop together. Students will be given daily opportunities to write and read their writing. As their knowledge of letter-sound correspondence and their sight-word vocabulary increases, they will be able to use these skills to put their ideas and thoughts on paper. Students need to be encouraged to write for real purposes by writing such things as letters, notes, signs, stories, and labels. At this level, students will concentrate on writing a complete simple sentence, using basic conventions. With teacher guidance and support, ~~T~~they will also begin to revise and edit selected pieces of their writing for a specific audience.

1.12 The student will print legibly.

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will learn to produce manuscript writing that can be easily read. • Students need explicit, direct instruction in order to learn to form uppercase and lowercase letters correctly. • Students also need many purposeful opportunities to ~~practice~~ develop ~~and master~~ sound-symbol correspondence while practicing and mastering handwriting skills. • Students need to develop their understanding that each speech sound or phoneme of language has its own distinctive graphic representation. This is referred to as the *alphabetic principle*.	**All students should** • understand that there are correct ways to write the letters of the alphabet and that proper spacing is necessary in order for writing to be legible. • understand sound-symbol correspondence in writing unfamiliar words.	**To be successful with this standard, students are expected to** • use appropriate pencil grip. • use manuscript ~~standard l~~etter formation. • print all upper and lowercase letters. • use manuscript ~~standard~~ number formation. • space words in sentences. • apply the alphabetic principle while writing unfamiliar words. • ~~space sentences in writing.~~

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

a) Generate ideas.
b) Focus on one topic.
c) 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 commonly used sight words and phonetically regular words in final copies.
g) Share writing with others.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will ~~begin to learn the process for communicating their ideas~~ understand that writing is used for a variety of purposes, including sharing events and telling stories (narrative writing), informing others and making reports (informational writing), labeling and making lists (functional writing), and responding to literature. • ~~Students will learn to plan and write their thoughts in complete sentences with appropriate end punctuation.~~ • Students will use their phonetic knowledge and growing knowledge of ~~high-frequency~~ commonly used sight words to spell words correctly when writing. • ~~Students will be given~~ Providing opportunities for students to share their writing with friends, family, and teachers gives student writing a purpose.	**All students should** • understand that writers communicate ideas for a variety of purposes. • understand that writers plan, write, and share their writing with others.	**To be successful with this standard, students are expected to** • use previous experiences to generate ideas. • participate in teacher-directed brainstorming activities to generate ideas. • participate in shared research and writing projects • participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas and information. • ~~participate in teacher-directed charting activities to organize information~~ • ~~write a sentence that focuses on one topic~~ • write informative/explanatory ~~pieces~~ texts that ~~name~~ introduce a topic, state an opinion or some facts, and provide a concluding sentence ~~(e.g., write about Benjamin Franklin)~~. • write narrative pieces that include at least two sequenced events, with some details, and conclusion. • ~~begin to elaborate ideas~~ revise their written pieces by ~~using~~ adding descriptive words (adjectives) when writing about people, places, things, and events; focusing on the topic; and responding to questions and suggestions from peers and teachers. • ~~write~~ in final copies, use ~~simple,~~ complete sentences that begin with a capital letter ~~and~~, use correct ending punctuation, and use commas in dates. • capitalize days of the week and months of the year. • capitalize names of people.

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

a) Generate ideas.
b) Focus on one topic.
c) 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 commonly used sight words and phonetically regular words in final copies.
g) Share writing with others.

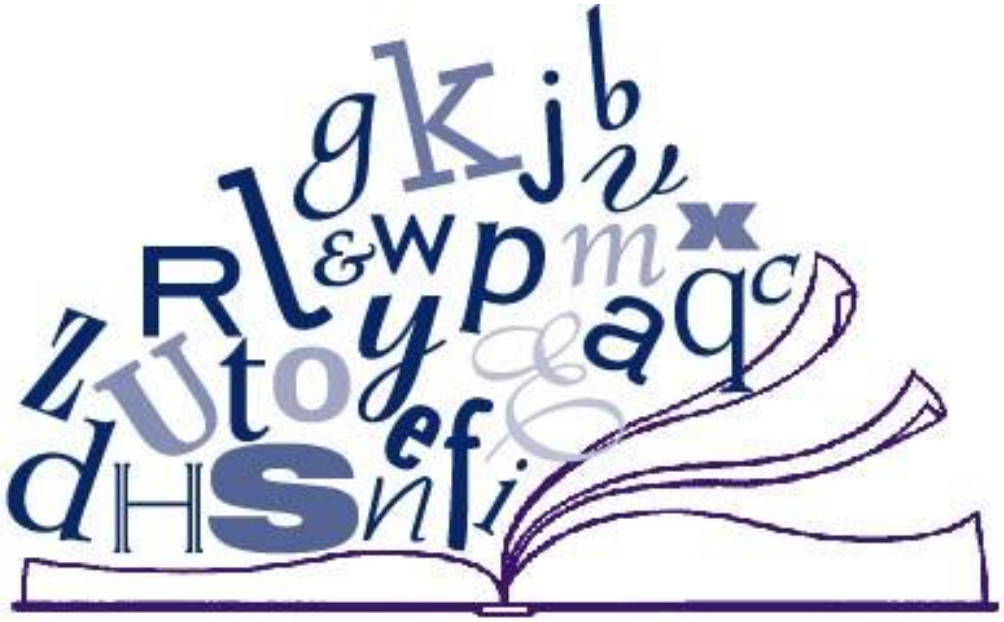
UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• spell commonly used ~~high-frequency~~ sight words and phonetically regular words correctly in final copies. • ~~sound out~~ apply the alphabetic principle when writing words ~~in order to spell them phonetically~~. • use print resources in the classroom in order to spell words. • ~~use correct end punctuation~~ • ~~begin each sentence with a capital letter~~ • use familiar writing forms, including lists, letters, stories, reports, messages, and poems. • distinguish draft writing from final-product writing. • share their writing with others.

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will use available technology for reading and writing. • Students also need opportunities to explore and use ~~word processing software~~ available technology to facilitate their writing.	**All students should** • understand that technology is a way to interact with print. • understand that reading and writing skills can be adapted for use with available technology.	**To be successful with this standard, students are expected to** • use ~~a~~ ~~word processor~~ digital tools to produce and publish writing including in collaboration with peers. • use available media for reading and writing. • use electronic templates (e.g., graphic organizers) to organize information. • ask and respond to questions about material presented through various media formats. • share their writing with others.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Two



Final Review
November 18, 2010

Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the second-grade level, students will engage in a variety of oral activities to develop an understanding of language structure and enhance their ability to communicate effectively. They will listen and speak in discussions and presentations that expand their vocabularies, increase their background knowledge, and enhance both their reading and writing skills.

2.1 The student will demonstrate an understanding of oral language structure.

a) Create oral stories to share with others.
b) Create and participate in oral dramatic activities.
c) Use correct verb tenses in oral communication.
d) Use increasingly complex sentence structures in oral communication.
e) Begin to self-correct errors in language use.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to demonstrate their growth in the use of oral language and vocabulary. • ~~Students will~~ Teachers ~~should~~ will provide opportunities for students to use their knowledge of sentence structure, verb tenses, and vocabulary to create oral stories that have a beginning, middle, and end.	**All students should** • participate in group activities by creating oral stories using complex sentences and appropriate verb tenses.	**To be successful with this standard, students are expected to** • use the story structure of beginning, middle, and end to tell a story of an experience. • maintain and manipulate voice, such as pausing, tempo, and pitch, to convey mood. • add appropriate elaboration and detail while recounting or describing an event. • dramatize familiar stories (e.g., plays, skits, reader's theater). • use present, past, and future tenses appropriately. • provide a referent for pronouns (e.g., ***Serena*** *wanted to sing but* ***she*** *was afraid*). • demonstrate subject-verb agreement. • use more complex sentence structure with conjunctions, such as *while, when, if, because, so,* and *but,* when describing events and giving explanations. • speak in complete sentences when appropriate to task and situation to provide details and clarification. • begin to self-correct errors made when communicating orally.

2.2 The student will expand understanding and use of word meanings.

a) Increase listening and speaking vocabularies.
b) Use words that reflect a growing range of interests and knowledge.
c) Clarify and explain words and ideas orally.
d) Identify and use synonyms and antonyms.
e) Use vocabulary from other content areas.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will ~~continue to~~ expand ~~listening and speaking vocabularies~~ understanding and use of word meanings ~~in the context of fiction and nonfiction trade books and other print materials~~ through the use of a variety of texts that reflect the Virginia Standards of Learning for English, history and social science, science, and mathematics. • ~~Students will learn~~ Teachers ~~should~~ will provide opportunities for students to use antonyms, synonyms, and descriptive language to explain and clarify ideas. • Growth in oral language aids in the development of fluency, vocabulary, and comprehension.	**All students should** • understand that specific vocabulary helps explain and clarify ideas.	**To be successful with this standard, students are expected to** • listen to and discuss ~~fiction and nonfiction trade books and other print materials~~ a variety of texts ~~that reflect the Virginia Standards of Learning for English, history and social science, science, and mathematics~~. • use appropriate descriptive language to express ideas, opinions, and feelings. • use language to categorize objects, people, places, or events. • explain the meanings of words within the context of how they are used. • ask questions to clarify or gain further information. • recognize when two or more different words are being used orally to mean contrasting or opposite things. • recognize when different words are being used orally to mean the same or similar things. • use synonyms and antonyms in oral communication. • use specific content area vocabulary in discussions.

2.3 The student will use oral communication skills.

a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
b) Share stories or information orally with an audience.
c) Participate as a contributor and leader in a group.
d) Retell information shared by others.
e) Follow three- and four-step directions.
f) Give three- and four-step directions.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will use oral language skills to respond appropriately in group situations. • Students learn to use selected vocabulary and information to match their purpose — to inform, to persuade, ~~or~~ to entertain, to clarify, and to respond. • Students will learn to ~~summarize~~ retell information as they continue to share stories. • Teachers should provide opportunities for students ~~will~~ to learn the dynamics and roles of working in small groups. • ~~Students will demonstrate an increase in vocabulary by giving and following three-step or four-step directions.~~	**All students should** • understand that oral communication can be used for a variety of purposes. • participate in group activities by sharing stories or information and by following and giving directions.	**To be successful with this standard, students are expected to** • participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small-group, teacher led). • participate in collaborative conversations for various purposes (e.g., to inform, to persuade, to entertain, to clarify, and to respond). • ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others). • follow rules for discussions and assigned group roles. • use proper pitch and volume. • speak clearly and distinctly. • share and retell an experience or story to an audience in a logical order, with appropriate facts, and descriptive details. • select vocabulary and nonverbal expressions appropriate to purpose and audience. • express ideas clearly and in an organized manner. • ~~share with an audience stories or information relevant to a topic~~ • contribute information, ask questions, clarify, ~~summarize~~ gather additional information, retell, respond, or build on another person's idea in a small-group setting. • confer with small-group members about how to present information to the class.

2.3 The student will use oral communication skills.

a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
b) Share stories or information orally with an audience.
c) Participate as a contributor and leader in a group.
d) Retell information shared by others.
e) Follow three- and four-step directions.
f) Give three- and four-step directions.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• carry out a specific group role, such as leader, recorder, materials manager, or reporter. • engage in taking turns in conversations by: ° making certain all group members have an opportunity to contribute; ° listening attentively by making eye contact while facing the speaker; and ° eliciting information or opinions from others. • follow three-step and four-step directions. • give three-step and four-step directions. • sequence three or four steps chronologically in oral 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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will orally identify, produce, and manipulate various units of speech sounds within words. • Explicit, step by step, instruction is engaging and allows students to consciously reflect on and manipulate sounds. • Through songs, poems, stories, and word play, students will count phonemes, create rhyming words, segment, substitute and blend sounds to make words. • Phonological awareness is the term used to describe a student's understanding that spoken words consist of sounds. Students who are *phonologically aware* demonstrate an ability to hear and manipulate the sound structure of language at each of the word, syllable and phoneme (individual sound) levels. • Phonological awareness typically progresses in a developmental continuum, (i.e., rhyming → sentence segmenting → syllable blending/segmenting → syllable splitting [onset and rime blending/segmenting] → phoneme blending, segmenting, and manipulating). • **Phonemes** are the smallest units of sound in language (e.g., man has three phonemes /m/-/a/-/n/).	**All students should** • understand that spoken words are made up of individual phonemes, which can be manipulated to make new words.	**To be successful with this standard, students are expected to** • count phonemes in one-syllable words (e.g., man has three phonemes /m/-/a/-/n/, chop has three phonemes /ch/-/o/-/p/, and drop has four phonemes /d/-/r/-/o/-/p/). • isolate and manipulate phonemes. • blend sounds to make one-syllable words (e.g., /p/-/a/-/n/ → pan , /d/-/r/-/i/-/p/ → drip). • segment words by saying each sound (e.g., pan → /p/-/a/-/n/, drip → /d/-/r/-/i/-/p/). • add a phoneme from an orally presented word or rime to make a new word (e.g., pie/pipe, four/fork, cab/crab, ot/lot, ap/map). • delete a phoneme from an orally presented word to make a new word (e.g., rice/ice, beach/bee, weight/weigh, couch/cow). • blend and segment multisyllabic words at the syllable level. identify syllables in a word (e.g., students tap *snowball* → /*snow*/- /*ball*/, clapout the word *hamburger* → /*ham*/- /*bur*/-/*ger*/). • state the word created by blending given syllables together (e.g., /*fan*/-/*tas*/-/*tic*/ → *fantastic*). • delete a syllable from a word and state what remains (e.g., say ~~*snowman*~~ *celebrate* without ~~*snow-*~~*brate [cele]*). • manipulate sounds in words to form new or nonsense words ~~(e.g., say *snowball*. Now say *snowball* with /*man*/ instead of /*ball*/. Say *hamburger*. Now say *hamburger* with /*gum*/ instead of /*ger*/).~~

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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students who are *phonemically aware* are able to attend to the individual phonemes of spoken language by demonstrating the higher-order ability to blend, segment, and manipulate them. • Students orally **blend** phonemes (sounds) together to make a word (e.g., /m/-/a/-/n/ → man, /ch/-/o/-/p/ → chop). • Students **segment** spoken words into individual sounds (e.g., man → /m/- /a/- /n/, chop → /ch/- /o/- /p/).		

At the second-grade level, students will continue to be immersed in a print-rich environment. To decipher text, they will use what they have learned about phonemes, decoding, rhyming words, onsets and rimes, contextual clues, and the structure of sentences. Silent and independent reading will increase, with some parts of books read aloud for emphasis, clarification, or pleasure. When they read independently, students will understand and enjoy books that are considerably longer and more complex in plot, syntax, and structure. Students will read and reread to build fluency, which provides the bridge between word recognition and comprehension. Fluent readers are able to make connections among the ideas in the text and between the text and their background knowledge. Students will learn and apply the comprehension strategies of identifying main ideas, making and confirming predictions, and formulating questions about what they are learning across the curricula. Students will also use their knowledge of alphabetical order to locate information.

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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to learn and apply their phonetic skills to decode and spell words. • **Consonant blends** are voiced (each letter is heard) combinations of two or three consonants (e.g., *fl-, cl-, dr-, str-).* • **Consonant digraphs** are combinations of two consonants forming a new sound (e.g., *sh-, wh-, ch-, th-*). • **R-controlled vowel patterns** – when a vowel is followed by an *r* it makes a special sound (e.g., /*ar*/- as in *car*, /or/- as in ~~*manor*~~ *storm*, /*ir*/-as in *bird*, /*ur*/- as in *turn*, /*er*/- as in *butter*).	**All students should** • understand the need to apply phonetic strategies to decode and spell words.	**To be successful with this standard, students are expected to** • ~~use phonics, meaning clues, and language structure strategies to reread and self-correct.~~ • apply knowledge of consonants and consonant blends to decode and spell words. • apply knowledge of consonant digraphs *(sh, wh, ch, th)* to decode and spell words. • distinguish long and short vowels when reading one-syllable regularly spelled words. • apply knowledge of the consonant-vowel patterns~~, such as~~ CV (e.g., *go*), VC (e.g., *in*) , CVC (e.g., *pin*), CVCE (e.g., *take*), CVVC (e.g., *wait*), and CVCC (e.g., *wind*), to decode and spell words. • apply knowledge of r-controlled vowel patterns to decode and spell words. • read regularly spelled one- and two-syllable words automatically. • decode regular multisyllabic words. • use phonetic strategies and context to self-correct ~~reading when meaning breaks down~~ for comprehension. • decode words with common prefixes and suffixes.

2.6 The student will use semantic clues and 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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will use information from the story and their knowledge of ~~language structure~~ semantic clues and syntax to expand vocabulary when reading. • **Semantic clues** are words that provide meaning and help readers decode and comprehend a text (e.g., The *bear* scared me. The test was a *bear*.) • **Syntactic (syntax) knowledge** is based on familiar word order or grammar that helps readers determine meaning (e.g., students familiar with oral language would know which of the following two sentences sounds right and/or makes sense: *The pitcher threw the ball* or *The ball threw the pitcher*).	**All students should** • understand that they will use a variety of strategies to read unfamiliar words.	**To be successful with this standard, students are expected to** • ~~use prior knowledge to interpret pictures and diagrams in order to predict text~~ • use meaning clues to support decoding. • use surrounding words in a sentence to determine the meaning of a word. • ~~use the context of the sentence to distinguish~~ determine which of the multiple meanings of a word in context makes sense by using semantic clues. • use knowledge of word order, including subject, verb, and adjectives, to check for meaning. • use story structure, titles, pictures, and diagrams to check for meaning. • use ~~phonics~~ phonetic strategies, semantic ~~meaning~~ clues, and ~~language structure strategies~~ syntax to reread and self-correct. • reread to clarify meaning.

2.7 The student will expand vocabulary when reading.

a) Use knowledge of homophones.
b) Use knowledge of prefixes and suffixes.
c) Use knowledge of antonyms and synonyms.
d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
e) Use vocabulary from other content areas.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• ~~The intent of this standard is that students will use a variety of strategies to increase fluency and get meaning from print.~~ • The intent of this standard is that students will expand their vocabulary through an understanding of homophones, prefixes, suffixes, ~~contractions, singular possessives, abbreviations,~~ synonyms, and antonyms. • Students will also develop vocabulary by discussing meanings of words and by listening and reading a variety of text across the content areas. • ~~**Homonyms** are words that are typically pronounced the same and have different meanings. Two common types of homonyms are *homophones and homographs.*~~ • **Homophones** are words that are pronounced the same and have different meanings regardless of their spelling (e.g., principle/ principal, prince/prints). • ~~**Homographs** are words that are pronounced differently and share the same spelling (e.g., *We saw the dove fly*, or *She dove into the swimming pool*).~~ • **Antonyms** are words with opposite meanings	**All students should** • understand that their knowledge of homophones, prefixes, suffixes, ~~contractions, singular possessives, simple abbreviations,~~ synonyms, and antonyms can help them read unfamiliar words.	**To be successful with this standard, students are expected to** • use knowledge of homophones (e.g., such as *pair* and *pear*). • identify and recognize meanings of common prefixes and suffixes (e.g., *un-*, *re-*, *mis-*, *dis-*, *-y*, *-ly*, *-er*, *-ed*, *-ing*, *-est*, *-ful*, *-less*, *-able*). • use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *sign*, *signal*). • use common prefixes and suffixes to decode words. • determine the meaning of words when a known prefix is added to a known word (e.g., tie/untie, fold/unfold, write/rewrite, call/recall). • ~~demonstrate an understanding of common suffixes, such as *-er*, *-y*, *-ful*, *-less*, *-est*, and *-ly*~~ • supply synonyms and antonyms for a given word. • use knowledge of antonyms when reading (e.g., *hot/cold*, *fast/slow*, *first/last*). • use knowledge of synonyms when reading (e.g., *small/little*, *happy/glad*). • demonstrate an understanding of what the apostrophe signifies in singular possessive words (e.g., ~~*Mary's*~~ *Maria's*). • demonstrate an understanding of the meaning of contractions (e.g., *don't-do not*). • discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as slender, thin, scrawny; closely related verbs such as look, peek, glance).

2.7 The student will expand vocabulary when reading.

a) Use knowledge of homophones.
b) Use knowledge of prefixes and suffixes.
c) Use knowledge of antonyms and synonyms.
d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
e) Use vocabulary from other content areas.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
(e.g., off/on, fast/slow). • **Synonyms** are words with similar meanings (e.g., small, little, tiny). • **Affixes** are word elements that are attached to a stem, base, or root. Common affixes are **prefixes,** which are added to the beginning of words (e.g., *un-*, *re-*, *mis-*, *dis-*, *non-* and *pre-*), and **suffixes**, which are added to the end of words (e.g., *-ly*, *-er*, *-y*, *-ful*, *-less*, *-able*, *-ed*, *-ing*, *-est*).		• use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, notebook). • use specific vocabulary from content area study to express interests and knowledge (e.g., in discussions, by summarizing, through generating and answering questions).

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

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to develop and demonstrate comprehension skills by reading a variety of fictional texts ~~and nonfiction selections~~. • Students will continue to learn to relate their prior knowledge to the topic of the text and use this knowledge, along with information from the text, to make and confirm predictions. • ~~Strategies to activate prior knowledge include brainstorming, class discussions, pre-questions, visual aids, and graphic organizers.~~ • Strategies to increase prior knowledge include building on what students already know, discussing real-life experiences, and providing vicarious experiences through reading. • Students will demonstrate comprehension of story elements in fiction by identifying the characters, setting, and main idea. • The **main idea** is the most important idea from the paragraph or story.	**All students should** • understand that comprehension requires making, confirming and revising predictions. • understand that they must attend to the details of the text in order to comprehend.	**To be successful with this standard, students are expected to** • set a purpose for reading. • use prior knowledge to predict information, and to interpret pictures and diagrams. • use titles and headings to generate ideas about the text • use information from the text to make predictions before, during and after reading. • use information from a selection to confirm predictions (e.g., recall and/or return to the text to locate information to confirm predictions). • find evidence to support predictions (e.g., return to text to locate information, support predictions, and answer questions). • apply knowledge of story structure to predict what will happen next (e.g., beginning/middle/end, problem/solution). • ask and answer simple who, what, when, where, why, and how questions to demonstrate understanding of main details and events in text. • begin to skim for information to answer questions. • explain how illustrations and images contribute to and clarify text.

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

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Teachers should provide opportunities for students ~~will continue~~ to respond in writing to what is read. • ~~Reading levels~~ To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS): ° independent level – ~~95%~~ 98-100% accuracy, or about ~~1~~ two of every ~~20~~ 100 words misread; student reads independently with little or no instructional support, and comprehension is strong. ° instructional level – 90-97% accuracy, or ~~about 1 of every 10~~ three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored. ° frustration level – less than 90% accuracy, or more than ~~1 of every 10~~ ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or		• describe a character's traits, feelings, and actions as presented in a story or poem. • describe how characters in a story or poem respond to key events. • describe the setting and important events of a story. • identify the problems and solutions ~~presented in a story~~ in stories. • use information from illustrations and words to demonstrate comprehension of characters, settings, and plots. • compare and contrast characters, setting, and important events in at least two versions of the same story (e.g., Cinderella stories). • ~~identify~~ determine the main idea or theme ~~in~~ of paragraphs or stories ~~(e.g., identify the sentence or idea that best summarizes the paragraph or story)~~. • begin to use knowledge of transition words ~~(signal words), such as~~ (e.g., *first*, *next*, and *soon)*, to understand how information is organized in sequence. • organize information, using graphic organizers (e.g., story map, sequence of events). • use the framework of beginning, middle, and end to summarize and retell story events.

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

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

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her comprehension will be affected.

- **Prosody** refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension.
- ~~Students should read about 70 to 110 words per minute in grade-level material by spring~~.
- The table below presents the results of research on oral reading fluency rates for students at the 90th, 75th and 50th percentiles throughout the school year. These rates are reported as words correct per minute (WCPM) for second-grade students reading second-grade text:

Percentile	Fall WCPM	Midyear WCPM	Spring WCPM
90	106	125	142
75	79	100	117
50	51	72	89

Hasbrouck, J.E., & Tindal, G.A. (2006)

- When fully developed, reading *fluency* refers to

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- describe the structure of a story (e.g., beginning introduces the story, ending concludes the action).
- write responses to what they read (e.g., response logs, write the story with a new ending).
- practice reading and rereading ~~in~~ text that is on their independent reading level to develop accuracy, fluency, and ~~expression~~ prosody.
- pause at commas and periods during oral reading.
- apply phonics, meaning clues, and language structure to decode words and increase fluency.

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

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
a level of accuracy and rate where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody; and where attention can be allocated to comprehension.*		

* Wolf, M. & Katzir-Cohen, T. (2001). Reading fluency and its intervention. *Scientific Studies of Reading*. (Special Issue on Fluency. Editors: E. Kameenui & D. Simmons). 5, p. 211-238.

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

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 reread familiar passages with fluency, accuracy, and meaningful expression.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard ~~relative to nonfiction~~ is that students will read and demonstrate comprehension of nonfiction ~~print materials and trade books~~ texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics~~, in order to build vocabulary and content knowledge~~. • ~~The intent of this standard is that students will continue to develop and demonstrate comprehension skills by reading a variety of fiction and nonfiction selections~~ • Students will continue to learn to relate their prior knowledge to the topic of the text and use this knowledge, along with information from the text, to make and confirm predictions. • ~~Students will relate their own experiences to make sense of and talk about a topic by :~~ ~~○ recognizing similarities between personal experiences and the text (text to self);~~ ~~○ recognizing similarities between the current text and other texts read (text to~~	**All students should** • demonstrate comprehension of nonfiction. • understand that comprehension requires making, confirming and revising predictions. • understand that they must attend to the details of the text in order to comprehend.	**To be successful with this standard, students are expected to** • set a purpose for reading. • use prior knowledge to predict information. • interpret illustrations, such as diagrams, charts, graphs, and maps, to make predictions about the text. • explain how illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify text. • use titles and headings to generate ideas about the text. • skim text for section headings, bold type, and picture captions to help set a purpose for reading. • use print clues, such as bold type, italics, and underlining, to assist in reading. • use information from the text to make and revise predictions. • ~~use text features to make predictions (e.g., illustrations and captions, heading and subheadings, bold and italic print, tables of contents, glossaries, graphs, charts, tables).~~ • use ~~information from the~~ text features to make predictions, locate information, and answer questions (e.g., illustrations and captions, heading and subheadings, bold and italic print, tables of contents, glossaries, graphs, charts, tables).

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

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 reread familiar passages with fluency, accuracy, and meaningful expression.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
~~text); and~~ ~~○ recognizing similarities between what is known about the topic and what is discovered in the new text (text-to-world).~~ • Students will also begin to learn the skills of summarizing and ~~locating~~ skimming to locate specific information in nonfiction text. • Students will continue to respond in writing to what is read. • The **main idea** is the most important idea from the paragraph or story. • Common graphic organizers include: ○ Venn diagram; ○ cause and effect; ○ sequencing; ○ compare and contrast; and ○ cycle. • Fluency develops as students have many opportunities to practice reading ~~on~~ at their independent reading level.		• use information from a selection to confirm predictions (e.g., return to the text to locate information, support predictions and answer questions). • ~~find evidence to support predictions~~ • use knowledge of sequence to make predictions while reading functional text such as recipes and other sets of directions (e.g., *first*, *second*, *next*). • begin to skim text for information to answer specific questions. • use knowledge from their own experiences to make sense of and talk about a topic, recognizing similarities between: ○ personal experiences and the text; ○ the current text and other texts read; and ○ what is known about the topic and what is discovered in the new text. • ~~identify~~ determine the main idea ~~(e.g., identify the most important idea from a paragraph).~~ • identify the sequence of steps in functional text such as recipes or other sets of directions. • follow the steps in a set of written directions (e.g., recipes, crafts, board games, mathematics problems, science experiments). • ask and answer questions about what is read to demonstrate understanding (e.g., who, what, when, where, why, and how). • locate information in ~~textbooks and other trade books~~ texts to answer questions (e.g., use text features to locate and answer questions - headings,

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

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 reread familiar passages with fluency, accuracy, and meaningful expression.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		subheadings, bold print, charts, tables of contents). • begin to use knowledge of transition words (signal words) ~~such as~~ (e.g., *first*, *next*, and *soon*), to understand how information is organized. • organize information, using graphic organizers. • write responses to what they read. • reread as necessary to confirm and self-correct for word accuracy and comprehension. • ~~read fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.~~

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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will use available reference materials to locate information.	**All students should** • understand how to locate information in simple reference materials.	**To be successful with this standard, students are expected to** • locate titles and page numbers, using a table of contents. • use a table of contents to locate information in content-area books. • interpret pictures, captions, diagrams, and tables. • interpret information presented in bar graphs, charts, and pictographs. • use dictionaries, glossaries, and indices to locate key facts or information. • consult reference materials as needed to spell, check spelling, and understand grade-appropriate words. • alphabetize words to the second and third letter. • locate words in reference materials, using first, second, and third letter. • locate guide words, entry words, and definitions in dictionaries and indices. • use online resources to gather information on a given topic (e.g., teacher identified Web sites and online reference materials).

At the second-grade level, students will continue to develop reading and writing together. They will be given daily opportunities to write and will be expected to revise selected pieces and share them with others. Students often pattern their writing after familiar authors. When students write stories and letters, the instructional emphasis will be on having a beginning, middle, and end. At the sentence level, they will be expected to begin to elaborate on their ideas and use basic conventions. They will also begin to apply written communication skills across all content areas.

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will maintain ~~manuscript~~ legible printing ~~through use and at the same time begin to make~~ while making the transition to cursive. • When to make the transition to cursive is a local decision, however, once begun, cursive writing should be taught and practiced in a systematic, direct manner.	**All students should** • understand that legible printing is an important tool of written communication.	**To be successful with this standard, students are expected to** • write ~~neatly~~ legibly. • space words in sentences. • space sentences in writing. • learn basic strokes for cursive.

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.
d) Revise writing for clarity.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to learn the process for communicating their ideas through writing. • The emphasis will be on generating and organizing ideas before writing and revising for clarity after writing. • At this level, teachers should introduce two important modes for writing: ◦ **Informative/explanatory** – students write informative/explanatory texts to examine a topic and convey ideas and information clearly; and ◦ **Narrative** - students write narratives to develop real or imagined experiences or events using descriptive details, and clear event sequences. • The three domains of writing are: ◦ **composing** – the structuring and elaborating a writer does to construct an effective message for readers (e.g., staying on topic; providing a beginning, middle, and end); ◦ **written expression** – those features that show the writer purposefully shaping and controlling language to affect readers (e.g., specific vocabulary, descriptive words, tone/voice); and ◦ **usage/mechanics** – the features that cause	**All students should** • understand that written communication should be well planned and clear to the reader.	**To be successful with this standard, students are expected to** • generate ideas and organize information before writing by: ◦ participating in brainstorming activities; ◦ making lists of information; ◦ talking to classmates or teacher about what to write; and ◦ use~~e~~ing graphic organizers to plan their writing. • ~~brainstorm for ideas~~ • ~~organize information with graphic organizers, such as story maps, webs, and event frames.~~ • ~~verbalize their writing plan to a partner or teacher~~ • ~~write stories that~~ include a beginning, middle, and end in narrative and expository writing. • participate in shared research and writing projects. • write informative/explanatory pieces that introduce the topic, use facts or opinions, and provide a concluding statement. • write narratives describing events with details, sequence, and a closure. • stay on topic. • write complete sentences. • begin to ~~group sentences into~~ compose paragraphs. • use adjectives to elaborate and expand simple sentences. • describe events, ideas, and personal stories with descriptive details. • use time-order words, such as *first*, *next*, *then*, and *last*, to sequence and

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.
d) Revise writing for clarity.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
written language to be acceptable and effective for standard discourse (e.g., spelling, punctuation, capitalization, grammar). (Note: Students are not expected to know these terms.)		organize their writing. • produce, and expand complete simple and compound sentences (e.g., *The girl listened to the music; The little girl listened to the loud music*). • strengthen writing as needed by revising writing for clarity (e.g., sentences begin with capital letters and end with punctuation, writing stays on topic, writing includes details). • consult beginning reference materials, to check and correct spelling (e.g., beginning dictionaries). • delete or add words to clarify meaning during the revising process. • avoid stringing ideas together with *and* or *then*. • begin to learn and use the writing domains of composing, written expression, and usage/mechanics. • ~~use available technology to write.~~

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 and possessives.
f) Use contractions and singular possessives.
g) Use knowledge of simple abbreviations.
h) Use correct spelling for 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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to learn to edit and self-correct their writing. • Students should apply grammatical rules to their writing. • **Declarative sentences** form a statement (e.g., She is my friend.). • **Interrogative sentences** form a question (e.g., What time is it?). • **Exclamatory sentences** use powerful emotions or feelings (e.g.,We won the game!).	**All students should** • understand that proper grammar, capitalization, punctuation and spelling contribute to the meaning of writing.	**To be successful with this standard, students are expected to** • recognize and use complete sentences. • punctuate declarative, interrogative, and exclamatory sentences (e.g., period, question mark, exclamation point). • capitalize all proper nouns and ~~all~~ words at the beginning of sentences. • capitalize the word *I*. • use singular and plural nouns and pronouns. • ~~use singular and plural pronouns~~ • use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *fish*). • use apostrophes ~~in~~ to form contractions and common singular possessives. • identify simple abbreviations, including those for titles (e.g., *Mr*., *Mrs*., *Ms*., and *Dr*.), calendar words (e.g., *Jan., Feb., Mon., Tue.*), and address words (e.g., *St., Rd.*). • spell ~~high-frequency~~ commonly used sight words, compound words, and regular plurals correctly. • use commas in the salutation (e.g., *Dear Tyrell*,) and closing (e.g.,

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 and possessives.
f) Use contractions and singular possessives.
g) Use knowledge of simple abbreviations.
h) Use correct spelling for 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.

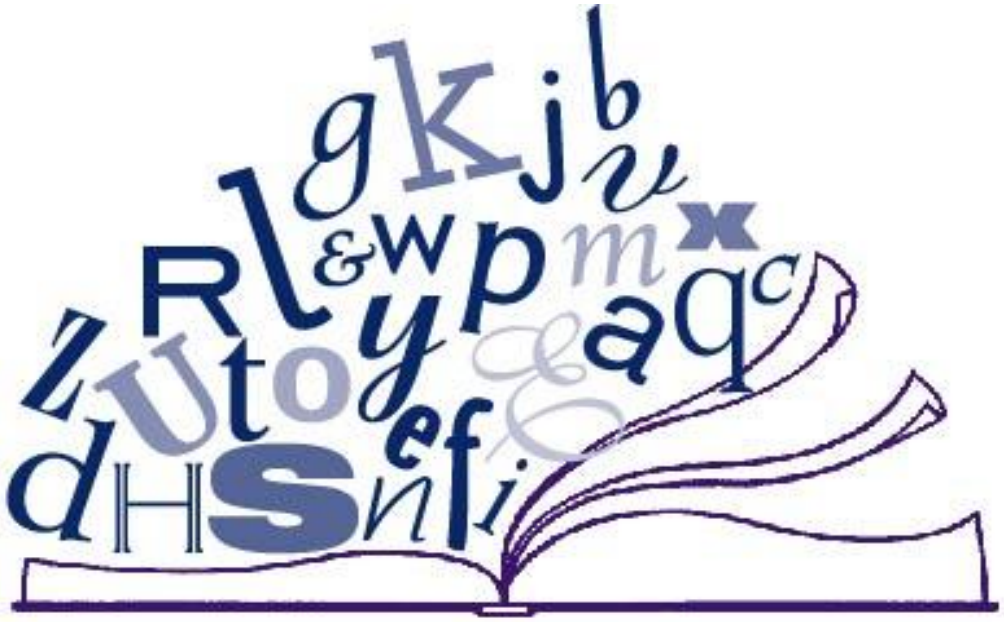
UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		(*Sincerely,*) of a letter. • use verbs and adjectives correctly in sentences (e.g., The friendly *girls talk* loudly. The friendly *girl talks* loudly.).

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will make use of available technology for reading and writing. • Provide opportunities for students to explore and use available technology to facilitate their reading and writing.	**All students should** • use available technology for reading and writing.	**To be successful with this standard, students are expected to** • use available technology and media ~~to write~~ for reading and writing, including in collaboration with peers. • use available technology to produce writing. • use available media for reading and writing. • ask and respond to questions about material presented through various media formats.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Three



Final Review
November 18, 2010

Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the third-grade level, students will learn oral communication skills to participate in discussions about learning and take part in collaborative learning projects. In order to be contributing participants in discussions, students must know the skills involved in effectively communicating ideas and opinions, including such skills as actively listening to others and constructively agreeing or disagreeing with them. While using grammatically correct language, students will learn how to present information succinctly and confidently in oral presentations.

3.1 The student will use effective communication skills in group activities.

a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
b) Ask and respond to questions from teachers and other group members.
c) Explain what has been learned.
d) Use language appropriate for context.
e) Increase listening and speaking vocabularies.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will communicate effectively during discussions in group settings. • Students will interact with group members by asking and responding to questions and explaining what has been said or learned. • Teacher should provide opportunities for students to develop skills for both speaking (expressive) and listening (receptive) vocabulary (e.g., have one student read a paragraph that is rich in descriptive detail aloud to a partner or group of students. Those students then draw the scene as they listen.)	**All students should** • participate effectively in group activities by using language appropriate for the context and by taking turns in conversations and moving group discussions forward. • increase listening and speaking vocabularies.	**To be successful with this standard, students are expected to** • participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small-group, teacher led). • engage in taking turns in conversations by: ◦ making certain all group members have an opportunity to contribute; ◦ listening attentively by making eye contact while facing the speaker; ◦ eliciting information or opinions from others; ◦ supporting opinions with appropriate ideas, examples, and details; and ◦ indicating disagreement in a constructive manner. • take initiative in moving a group discussion forward by: ◦ following rules for discussions and assigned group roles; ◦ contributing information that is on topic; ◦ answering questions; ◦ asking clarifying questions of the speaker; ◦ summarizing the conclusions reached in the discussion; and ◦ explaining what has been learned. • ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others). • use language appropriate for the context of the discussion. • increase their listening and speaking vocabularies through group activities such as: ◦ engaging in activities that require following directions; and ◦ attempting to use new words in meaningful sentences.

3.2 The student will present brief oral reports using visual media.

a) Speak clearly.
b) Use appropriate volume and pitch.
c) Speak at an understandable rate.
d) Organize ideas sequentially or around major points of information.
e) Use contextually appropriate language and specific vocabulary to communicate ideas.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

• The intent of this standard is that students will convey information through a formal oral presentation using visual media.
• Students will be expected to organize information logically, ~~and~~ use ~~correct grammar~~ language appropriate for the context, and use specific vocabulary for communicating ideas.
• During the oral report, students will be expected to use a rate, volume, and pitch that keeps the audience engaged.
	All students should
	• ~~cluster or sequence~~ organize information on a topic when presenting an oral report.
	• speak clearly at an understandable rate and volume.
		To be successful with this standard, students are expected to
		• deliver oral presentations in an engaging manner that maintains audience interest by:
		  ◦ reporting on a topic, telling a story, or recounting an experience with appropriate facts and relevant details;
		  ◦ presenting information with expression and confidence;
		  ◦ varying tone, pitch, and volume to convey meaning;
		  ◦ speaking at an understandable rate;
		  ◦ selecting words and phrases for effect;
		  ◦ using visual media (e.g., images, posters, and charts) to emphasize or enhance facts or details;
		  ◦ using specific vocabulary appropriate for the audience and the topic; and
		  ◦ using grammatically correct language.
		• stay on topic during presentations.
		• organize ideas sequentially or around major points of information.
		• answer questions from the audience.
		• evaluate their own presentations, using class-designed criteria.

At the third-grade level, students will make the transition from a focus on learning how to read to an emphasis on reading to learn and reading for enjoyment. An emphasis will be placed on learning about words, reading age-appropriate text with fluency and expression, and learning comprehension strategies. They will build reading comprehension through reading a variety of literature, to include, but not be limited to, narrative fiction, such as folktales, and nonfiction materials, such as biographies and autobiographies. Students will continue to develop strategic reading skills, such as word analysis and construction of meaning from text. Process strategies that they implement before, during, and after reading will assist their comprehension in all subjects (for example, when reading word problems in mathematics, investigating scientific concepts, and comparing important people and events in history). Students will use a variety of print resources to research topics.

3.3 The student will apply word-analysis skills when reading.
a) Use knowledge of regular and irregular vowel patterns.
b) Decode regular multisyllabic words.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will use word-attack skills to decode words in order to read fluently. • These skills include the use of phonics (~~all~~ regular and irregular vowel patterns and consonant combinations), ~~structural analysis (roots and affixes),~~ and context to read multisyllabic words ~~with multiple pronunciations~~.	**All students should** • understand the need to apply word-analysis skills to decode words.	**To be successful with this standard, students are expected to** • apply knowledge of ~~all~~ regular and irregular vowel patterns to decode words. • apply knowledge of ~~diphthongs, such as, *aw* and *oy*~~ ambiguous vowel patterns (e.g., ou/ow, oi/oy, oo, aw) to decode words. • apply knowledge of the change in tense (-*ed*), number (-*s*), and degree (-*er* and -*est*) signified by inflected endings to decode words. • decode regular multisyllabic words in order to read fluently.

3.4 The student will expand vocabulary when reading.

a) Use knowledge of homophones.
b) Use knowledge of roots, affixes, synonyms, and antonyms.
c) Apply meaning clues, language structure, and phonetic strategies.
d) Use context to clarify meaning of unfamiliar words.
e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
f) Use vocabulary from other content areas.
g) Use word reference resources including the glossary, dictionary, and thesaurus.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

• The intent of this standard is that students will expand their vocabulary when reading.
• Students who are able to apply ~~meaning~~ semantic clues, language structure, and phonetic strategies independently become fluent readers.
• Students will use combined knowledge of phonics and word analysis skills in decoding words (e.g., prefixes, suffixes, multisyllabic words).
• ~~**Homonyms** are words that are typically pronounced the same and have different meanings. Two common types of homonyms are *homophones and homographs.*~~
• **Homophones** are words that are pronounced the same and have different meanings regardless of their spelling (e.g., principle/ principal, prince/prints).
• ~~**Homographs** are words that are pronounced differently and share the same spelling (e.g., *We saw the dove fly*, or *She dove into the swimming pool*).~~
• **Affixes** are added to root words and change the word's meaning (e.g., prefix, suffix).
	All students should
	• use meaning clues, language structure, phonetic strategies, text structure, and surface features of text to read.
	• use reference resources to learn word meanings.
		To be successful with this standard, students are expected to
		• use knowledge of ~~homonyms/~~homophones~~, such as~~ (e.g., *be/bee*, *hear/here*, and *sea/see*) to understand unfamiliar words.
		• apply knowledge of roots to decode unknown words with the same root (e.g., *company, companion*).
		• apply knowledge of affixes, (e.g., prefixes such as *ex-*, *dis-*, *un-*, *re-*, *mis-*, *non-*, *pre-*; suffixes such as *-ly*, *-ful*, *-less*, *-able*, *-tion*, *-ness*, *and –ment*) to decode words.
		• determine the meaning of new words formed when a known affix is added to the known word (e.g., *care*/*careless*, *heat*/*reheat*).
		• use knowledge of synonyms (e.g., *big/large*, *mad/angry*, *ache/pain*).
		• use knowledge of antonyms, (e.g., asleep/awake, smile/frown, start/finish).
		• use context clues to verify meaning of unfamiliar words and determine appropriate homophone usage.
		• using context clues, such as a restatement, a ~~renaming or~~ synonym, an example, or a direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words.
		• apply understanding of language structure to make meaning from text by
		  ° using ~~signal~~ transition words of time sequence~~, such as~~ (e.g., *first*, *second*, *next*, *later*, *after*, and *finally*);
		  ° using ~~signal~~ transition words of compare-contrast~~, such as~~ (e.g., *like*, *unlike*, *different*, and *same*); and

3.4 The student will expand vocabulary when reading.

a) Use knowledge of homophones.
b) Use knowledge of roots, affixes, synonyms, and antonyms.
c) Apply meaning clues, language structure, and phonetic strategies.
d) Use context to clarify meaning of unfamiliar words.
e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
f) Use vocabulary from other content areas.
g) Use word reference resources including the glossary, dictionary, and thesaurus.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		◦ using ~~signal~~ transition words of cause-effect~~, such as~~ (e.g., *because*, *if…then*, *when…then*). ◦ using vocabulary from history and social science, mathematics, and science; and ◦ using the glossary, dictionary, and thesaurus as reference resources to learn word meanings.

3.5 The student will read and demonstrate comprehension of fictional text and poetry.

a) Set a purpose for reading.
b) Make connections between previous experiences and reading selections.
c) Make, confirm, or revise predictions.
d) Compare and contrast settings, characters, and events.
e) Identify the author's purpose.
f) Ask and answer questions about what is read.
g) Draw conclusions about text.
h) Identify the problem and solution.
i) Identify the main idea.
j) Identify supporting details.
k) Use reading strategies to monitor comprehension throughout the reading process.
l) Differentiate between fiction and nonfiction.
m) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• ~~The intent of this standard is that students will develop a variety of comprehension strategies that they can apply to make meaning from text.~~ • The intent of this standard is that students will apply different strategies to read and comprehend fictional text ~~including fiction, nonfiction, content texts, and other printed materials~~ and poetry. • Students should be able to connect their previous experiences and knowledge to the text in order to make predictions and then use evidence from the text to confirm or revise their predictions. • Students will talk and write about similarities and differences that they see in various books by the same author or in various selections within the same genre. • In classroom discussion, students will	**All students should** • develop a variety of comprehension strategies that can be applied to make meaning from fictional text and poetry ~~selections~~. • develop an increased understanding of the essential elements and characteristics of fictional text and poetry. • develop the ability to use key supporting details to determine the lessons or morals from fictional text and poetry.	**To be successful with this standard, students are expected to** • read for a specific purpose by: ◦ locating specific information in a reading selection; ◦ identifying details that support a stated main idea; and ◦ expressing a stated main idea in their own words. • make a variety of connections with the text, such as: ◦ connections between their own personal experiences and what is happening in the text; ◦ connections between the text they are reading and other texts they have read, such as identifying a similar plot or character; and ◦ connections between what they already know about the topic and what they find in the reading that is new to them. • use specific details to make, justify, and modify predictions by: ◦ identifying details from their own experiences and knowledge that supports their predictions; ◦ identifying information from the text that supports or contradicts a prediction; and ◦ revising predictions based on new understandings.

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i) Identify the main idea.
j) Identify supporting details.
k) Use reading strategies to monitor comprehension throughout the reading process.
l) Differentiate between fiction and nonfiction.
m) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
contribute their ideas about an author's craft, including such elements as word choice, plot and organization, beginnings and endings of selections, and character development. • Students will ~~learn about specific~~ read various types of ~~folktales~~ fictional texts (e.g., children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth), and poetry. ◦ ~~**tall tale** – exaggerates larger-than-life characters, such as Pecos Bill and John Henry, which may or may not have a historical basis and may create a humorous picture of these characters~~ ◦ ~~**trickster tale** – tells the story of a character (the trickster) who fools others, the good character does not fall for the trick, the bad character does fall for the trick and gets what he/she deserves~~ ◦ ~~**legend** – records the deeds of real or supposedly real individuals who have been~~		• gain meaning before, during, and after reading by: ◦ asking and answering questions about what is read to clarify meaning; ◦ asking and answering questions to predict what will happen next; ◦ understanding that sometimes two or more pieces of information need to be put together to answer a question; ◦ understanding that some questions are answered directly in the text; ◦ understanding that the answers to some questions must be inferred from the reader's background experiences and knowledge; and ◦ understanding the basic ~~plots~~ lessons or morals of fairy tales, myths, folktales, legends, and fables from diverse cultures. • apply knowledge of characterization by ◦ describing ~~identifying~~ a character's attributes (traits, motivations or feelings); ◦ using evidence from the text to support generalizations about the character; ◦ ~~identifying how the attributes of one character are similar to or different from those of another character~~ ◦ compare~~ing~~ and contrasting ~~two~~ characters within a selection or between/among two or more selections; and

3.5 The student will read and demonstrate comprehension of fictional text and poetry.

a) Set a purpose for reading.
b) Make connections between previous experiences and reading selections.
c) Make, confirm, or revise predictions.
d) Compare and contrast settings, characters, and events.
e) Identify the author's purpose.
f) Ask and answer questions about what is read.
g) Draw conclusions about text.
h) Identify the problem and solution.
i) Identify the main idea.
j) Identify supporting details.
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m) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
~~elevated to the status of hero because they demonstrated virtues respected by their culture~~ ◦ ~~**fairy tale** – begins with "Once upon a time…" and ends with "…happily ever after," has events usually happening in threes, and usually involves magic~~ ◦ ~~**pourquoi tale** – explains how or why something has come to be~~ ◦ ~~**myth** – a traditional story of a supposedly historical event, presenting part of the world view of a people or explaining a practice, belief, or natural phenomenon~~ • After reading, students should be able to demonstrate new understandings through writing, discussion, and graphic representations. • Fluent readers read with automaticity, and they reread and self-correct as needed.		◦ explaining how the actions of characters contribute to the sequence of events. • make generalizations about a character based on that character's response to a problem, the character's goal, and what the character says ~~to other characters~~ or thinks. • apply knowledge of setting by: ◦ identifying the time and place of a story, using supporting details from the text; and ◦ identifying the details that make two settings similar or different. • ~~write responses that go beyond literal restatements.~~ • ~~support with specific details generalizations about characters from a selection~~ • compare and contrast settings, characters, and events. • identify the author's purpose (e.g., entertain, perform, persuade). • ask and answer questions about the text to demonstrate understanding. • draw conclusions about text to make meaning ~~a character and/or the plot~~

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a) Set a purpose for reading.
b) Make connections between previous experiences and reading selections.
c) Make, confirm, or revise predictions.
d) Compare and contrast settings, characters, and events.
e) Identify the author's purpose.
f) Ask and answer questions about what is read.
g) Draw conclusions about text.
h) Identify the problem and solution.
i) Identify the main idea.
j) Identify supporting details.
k) Use reading strategies to monitor comprehension throughout the reading process.
l) Differentiate between fiction and nonfiction.
m) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• ~~Reading levels~~ To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS): ◦ independent level – ~~95%~~ 98-100% accuracy, or about ~~1~~ two of every ~~20~~ 100 words misread; student reads independently with little or no instructional support, and comprehension is strong. ◦ instructional level – 90-97% accuracy, or ~~about 1 of every 10~~ three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored. ◦ frustration level – less than 90% accuracy, or more than ~~1 of every 10~~ ten of every 100 words misread; student reads with		~~from a selection~~. • identify the problem (conflict) and solution, main idea or theme, and supporting details. • use reading strategies to monitor comprehension throughout the reading process by: ◦ previewing and making predictions before reading; ◦ asking questions to confirm or refute predictions during reading; ◦ using context to confirm or self-correct word recognition and understanding, rereading as necessary; ◦ becoming aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty); and ◦ discussing the story or poem and/or writing a summary after reading. • learn to differentiate between fiction and nonfiction by distinguishing realism from fantasy, and fact from opinion. • ~~organize information or events~~ • read with sufficient accuracy and fluency to support comprehension. • practice reading and rereading familiar ~~fiction and nonfiction~~ text that is on

3.5 The student will read and demonstrate comprehension of fictional text and poetry.

a) Set a purpose for reading.
b) Make connections between previous experiences and reading selections.
c) Make, confirm, or revise predictions.
d) Compare and contrast settings, characters, and events.
e) Identify the author's purpose.
f) Ask and answer questions about what is read.
g) Draw conclusions about text.
h) Identify the problem and solution.
i) Identify the main idea.
j) Identify supporting details.
k) Use reading strategies to monitor comprehension throughout the reading process.
l) Differentiate between fiction and nonfiction.
m) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
neither accuracy nor fluency, and therefore his or her comprehension will be affected. • **Prosody** refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension. • The table below presents the results of research on oral reading fluency rates for students at the 90th, 75th and 50th percentiles throughout the school year. These rates are reported as words correct per minute (WCPM) for third-grade students reading third-grade text:		their independent reading level to develop ~~with~~ fluency, ~~and~~ accuracy, and ~~expression~~ prosody.

Percentile	Fall WCPM	Midyear WCPM	Spring WCPM
90	128	146	162
75	99	120	137
50	71	92	107

Hasbrouck, J.E., & Tindal, G.A., 2006

3.5 The student will read and demonstrate comprehension of fictional text and poetry.

a) Set a purpose for reading.
b) Make connections between previous experiences and reading selections.
c) Make, confirm, or revise predictions.
d) Compare and contrast settings, characters, and events.
e) Identify the author's purpose.
f) Ask and answer questions about what is read.
g) Draw conclusions about text.
h) Identify the problem and solution.
i) Identify the main idea.
j) Identify supporting details.
k) Use reading strategies to monitor comprehension throughout the reading process.
l) Differentiate between fiction and nonfiction.
m) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• When fully developed, reading *fluency* refers to a level of accuracy and rate where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody; and where attention can be allocated to comprehension.*		

* Wolf, M. & Katzir-Cohen, T. (2001). Reading fluency and its intervention. *Scientific Studies of Reading*. (Special Issue on Fluency. Editors: E. Kameenui & D. Simmons). 5, p. 211-238.

3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.

a) Identify the author's purpose.
b) Use prior and background knowledge as context for new learning.
c) Preview and use text features.
d) Ask and answer questions about what is read.
e) Draw conclusions based on text.
f) Summarize major points found in nonfiction texts.
g) Identify the main idea.
h) Identify supporting details.
i) Compare and contrast the characteristics of biographies and autobiographies.
j) Use reading strategies to monitor comprehension throughout the reading process.
k) Identify new information gained from reading.
l) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will read and demonstrate comprehension of nonfiction ~~print materials and trade books~~ texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics~~, in order to build vocabulary and content knowledge~~. • ~~Students will demonstrate comprehension of a selection by using before , during , and after reading strategies.~~ • ***Before*** reading, students should preview the text and activate prior knowledge to formulate ideas and make predictions of what the text is about and how it is organized. • ***During*** reading, students should maintain an active interaction with text while revising and refining their previous ideas and predictions.	**All students should** • demonstrate comprehension of nonfiction. • understand that text formats can be used to set a purpose for reading. • demonstrate an understanding of the characteristics of biography and autobiography.	**To be successful with this standard, students are expected to** • ~~read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.~~ • identify the author's purpose (e.g., entertain, inform, persuade). • ~~make a variety of connections with the text~~ use prior and background knowledge as context for new learning by: ~~such as~~ ◦ ~~connections~~ recognizing similarities between their own personal experiences and the text; ◦ ~~connections~~ recognizing similarities between the text they are reading and other texts they have read; and ◦ ~~connections~~ recognizing similarities between what they already know about the topic and what they find in the reading that is new to them. • use text formats such as the following to preview, ~~and~~ set a purpose for reading, and locate information relevant to a given topic efficiently: ◦ ~~poetry features, such as lines and stanzas~~ ◦ content text features, such as headings and chapter layout by topic; ◦ functional formats, such as advertisements, flyers, and directions;

3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.

a) Identify the author's purpose.
b) Use prior and background knowledge as context for new learning.
c) Preview and use text features.
d) Ask and answer questions about what is read.
e) Draw conclusions based on text.
f) Summarize major points found in nonfiction texts.
g) Identify the main idea.
h) Identify supporting details.
i) Compare and contrast the characteristics of biographies and autobiographies.
j) Use reading strategies to monitor comprehension throughout the reading process.
k) Identify new information gained from reading.
l) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
New ideas are linked to prior learning. • ***After*** reading, students should consolidate what they have read in an effort to fully comprehend the text. New ideas are linked to prior learning. • Students will learn the shared characteristic of biography and autobiography: both are based on verifiable facts about real-life people. • Students will learn the distinguishing characteristics of biography and autobiography. ~~autobiography is a type of nonfiction in which a person tells the story of his/her own life, while biography is a type of nonfiction in which a person tells the story of someone else's life~~.		◦ specialized type, such as bold face and italics; and ◦ visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs. • apply understanding of text structure to guide reading by: ◦ making predictions based on knowledge of text form types, such as narrative, informational, graphic, and functional; ◦ making predictions based on knowledge of literary forms, such as ~~folktale,~~ biography~~,~~ and autobiography; and ◦ identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions. • gain meaning before, during, and after reading by: ◦ asking and answering questions to clarify meaning; ◦ understanding that sometimes two or more pieces of information need to be put together to answer a question; and ◦ understanding that some questions are answered directly in the text. • draw conclusions about what they have read. • summarize major points in a selection. • identify details that support the main idea of a nonfiction selection.

3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.

a) Identify the author's purpose.
b) Use prior and background knowledge as context for new learning.
c) Preview and use text features.
d) Ask and answer questions about what is read.
e) Draw conclusions based on text.
f) Summarize major points found in nonfiction texts.
g) Identify the main idea.
h) Identify supporting details.
i) Compare and contrast the characteristics of biographies and autobiographies.
j) Use reading strategies to monitor comprehension throughout the reading process.
k) Identify new information gained from reading.
l) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• state in their own words the main idea of a nonfiction selection. • ~~organize, using graphic organizers such as a Venn diagram or time line, information by chronological sequence, by cause-effect relationship, and through comparing and contrasting~~ • ~~summarize what they have read~~ • ~~know the shared and distinguishing characteristics of autobiography and biography~~ • compare and contrast the ~~lives of two people described in~~ characteristics of biographies and~~/or~~ autobiographies. • monitor their comprehension throughout the reading process by: ° becoming aware of when they do not understand; ° identifying exactly what is causing them difficulty; and ° generating their own questions to help integrate units of meaning. • use ~~surface~~ text features ~~of text~~ to make meaning ~~from text~~ by: ° applying phonetic strategies; ° using punctuation indicators, such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession;

3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.

a) Identify the author's purpose.
b) Use prior and background knowledge as context for new learning.
c) Preview and use text features.
d) Ask and answer questions about what is read.
e) Draw conclusions based on text.
f) Summarize major points found in nonfiction texts.
g) Identify the main idea.
h) Identify supporting details.
i) Compare and contrast the characteristics of biographies and autobiographies.
j) Use reading strategies to monitor comprehension throughout the reading process.
k) Identify new information gained from reading.
l) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		◦ applying knowledge of simple and compound sentence structures; ◦ knowing when meaning breaks down and then rereading to self-correct; and ◦ using illustrations to gain information (e.g., maps, photographs). • identify new information gained from reading. • practice reading and rereading ~~read~~ familiar ~~fiction and~~ nonfiction texts with fluency and accuracy.

3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.
a) Use encyclopedias and other reference books, including online reference materials.
b) Use table of contents, indices, and charts.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will use a variety of print and electronic resources to gather information on a specific topic. • Students will select which resource is best for locating a specific type of information.	**All students should** • understand ways to select the best resource for gathering information on a given topic.	**To be successful with this standard, students are expected to** • make decisions about which resource is best for locating a given type of information. • locate selected information in ~~glossaries, dictionaries, thesauruses~~, encyclopedias, atlases, and other print and online reference materials. • retrieve information from electronic sources. • use the Internet to find information on a given topic. • ~~use a printer to create hard copies of information retrieved from electronic sources.~~

At the third-grade level, students will continue to develop their writing skills. When they write letters, stories, and simple explanations, the instructional emphasis will be on paragraph development. Their sentences will become more complex, and they will learn to select details to elaborate the ~~central~~ main idea of the paragraph. Students will revise and edit for correct sentence formation, grammar, capitalization, punctuation, and spelling. They will use their written communication skills across the curricula.

3.8 The student will write legibly in cursive.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will understand that good handwriting is an important tool of written communication. Neat and legible handwriting is well received by the reader, while messy, hard-to-read writing may lead to misunderstanding ~~and annoyance~~. • Although cursive letters are often introduced in second grade, it is at the third-grade level that the transition from manuscript to cursive should be completed. • Toward this long-term goal of developing legible, neat, rapid handwriting, this standard focuses on students' developing and practicing good handwriting habits, such as proper posture, paper position, and pencil grip.	**All students should** • understand that neat, legible cursive handwriting is an important tool of written communication.	**To be successful with this standard, students are expected to** • use correct letter formation. • practice appropriate handwriting habits, including proper posture, position of paper, and pencil grip. • learn to write ~~neatly~~ legibly in cursive.

3.9 The student will write for a variety of purposes.

a) Identify the intended audience.
b) Use a variety of prewriting strategies.
c) Write a clear topic sentence focusing on the main idea.
d) Write a paragraph on the same topic.
e) Use strategies for organization of information and elaboration according to the type of writing.
f) Include details that elaborate the main idea.
g) Revise writing for clarity of content using specific vocabulary and information.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

• The intent of this standard is that students will develop ~~strategies for~~ writing strategies to communicate ideas for a variety of purposes.
• In order to produce ~~copies~~ written pieces that vary in purpose, form, and audience, students need to be able to draw from a personal bank of strategies appropriate for planning, organizing, and revising their writing.
• Two important modes for writing are:
  ° **Informative/explanatory** – students write informative/explanatory texts to examine a topic and convey ideas and information clearly; and
  ° **Narrative** – students write narrative to develop real or imagined experiences or events using descriptive details, and clear event sequences.
• Students will continue learning the features of the domains of writing and how to revise their writing for clarity.
• The three domains of writing are:
  ° **composing** – the structuring and elaborating a writer does to construct an effective message for readers;
  ° **written expression** – those features that
	All students should
	• understand how to plan and compose a ~~descriptive~~ paragraph on the same topic.
	• understand how to plan and compose written pieces for a variety of purposes ~~stories, friendly letters, simple explanations, and short reports~~.
		To be successful with this standard, students are expected to
		• ~~generate ideas and plan writing~~ use a variety of pre-writing strategies by:
		  ° identifying the intended audience;
		  ° using ideas from class brainstorming activities;
		  ° making lists of information;
		  ° talking to classmates about what to write;
		  ° reading texts by peer and professional authors;
		  ° using ~~a cluster diagram, story map, or other~~ graphic organizers; and
		  ° selecting an appropriate writing form for nonfiction writing (~~such as~~ e.g., explanation, directions, simple report), expressive writing (~~such as~~ e.g., narrative, reflection, and letter), and creative writing (~~such as~~ e.g., fiction and poetry).
		• write a clear topic sentence that focuses on the main idea.
		• keep their written paragraphs on one topic.
		• follow the organization of particular forms of writing for:
		  ° ~~stories – beginning, middle, and end;~~
		  ° letters – date, greeting, body, and closing;
		  ° ~~explanations – opening; information presented in a way to show the relationship of ideas, such as chronological order; and closing~~
		  ° ~~short reports – opening, grouping of like information into clear paragraphs, ordering of paragraphs so that there is a logical flow of information, and closing~~
		  ° informative/explanatory purposes
		  – introduce a topic and group related information in paragraph form
		  – use facts, definitions, opinions, quotations, details, or other

3.9 The student will write for a variety of purposes.

a) Identify the intended audience.
b) Use a variety of prewriting strategies.
c) Write a clear topic sentence focusing on the main idea.
d) Write a paragraph on the same topic.
e) Use strategies for organization of information and elaboration according to the type of writing.
f) Include details that elaborate the main idea.
g) Revise writing for clarity of content using specific vocabulary and information.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
show the writer purposefully shaping and controlling language to affect readers; and ° **usage/mechanics** – the features that cause written language to be acceptable and effective for standard discourse. • Students should have practice writing on demand, for shorter time frames, and over extended periods of time.		examples and information to develop the topic – use specific vocabulary to inform and explain the topic – provide a concluding statement or section ° narratives – sequence events – use transition words and phrases for sentence variety and to manage the sequence of events – use specific vocabulary to convey experiences and events – provide a conclusion • incorporate transitional ~~(signal)~~ words that clarify sequence~~, such as~~ (e.g., *first*, *next*, and *last*). • use linking words (e.g., *also*, *another*, *and*, *more*) and linking phrases (e.g., *in order to*, *because of this*, *for example*) to connect ideas within categories of information. • apply knowledge of the writing domains of composing, written expression, and usage/mechanics. • ~~use available technology to write~~ • read their own writing orally to check for sentence rhythm (sentence variety). • ~~select~~ add specific details ~~of sight, sound, touch, taste, and smell in order to paint a verbal picture of a person, place, thing, or event~~ that further elaborate the main idea. • use examples from their reading as models to imitate in their writing.

3.9 The student will write for a variety of purposes.

a) Identify the intended audience.
b) Use a variety of prewriting strategies.
c) Write a clear topic sentence focusing on the main idea.
d) Write a paragraph on the same topic.
e) Use strategies for organization of information and elaboration according to the type of writing.
f) Include details that elaborate the main idea.
g) Revise writing for clarity of content using specific vocabulary and information.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• ~~create verbal pictures,~~ use~~ing~~ precise nouns, verbs, and adjectives. • use strategies for organization of information ~~that~~ and elaborate~~e~~ion ~~ideas within a sentence~~ relevant to the type of writing. • clarify writing when revising by including specific vocabulary and information.

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

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will understand and use the editing process. • Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Students will identify the following parts of speech: nouns, verbs, and pronouns. • *Articles* are used to modify nouns. There are two articles in English: *a/an* and *the*. *A/an* is used to modify nouns that are neither specific nor particular while *the* is used to refer to specific or particular nouns. Therefore, *a/an* is referred to as the *indefinite* article and *the* as the *definite* article (e.g., "Let's play *a* game", refers to any game while "Let's play *the* game", refers to a specific game.).	**All students should** • understand that grammatically correct language and mechanics contribute to the meaning of writing.	**To be successful with this standard, students are expected to** • use complete sentences. • use transition words to vary sentence structure. • use the word *I* in compound subjects. • use past and present verb tenses. • use singular possessives. • punctuate correctly: ° commas in a simple series; ° apostrophes in contractions with pronouns, (e.g., *I'd, we've*); ° using conventions of dialogue, ~~such as~~ (e.g., quotation marks to indicate someone is saying something, indentation to show that the speaker has changed, and signal words like *he said* and *she exclaimed*); and ° using knowledge of how ideas are connected between sentences when one word is used in place of another, such as the use of a pronoun for a noun, the use of a general location word (~~such as~~ e.g., *here* or *there*) for a specific location, and the use of a synonym for an earlier word (~~such as~~ e.g., *animal* for *dog*). • use simple abbreviations.

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

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• use articles ***a***, ***an*** and ***the*** correctly. • use correct spelling for frequently used words, including irregular plurals (e.g., *men*, *children*). • use correct spelling for frequently used sight words, including irregular plurals.

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.

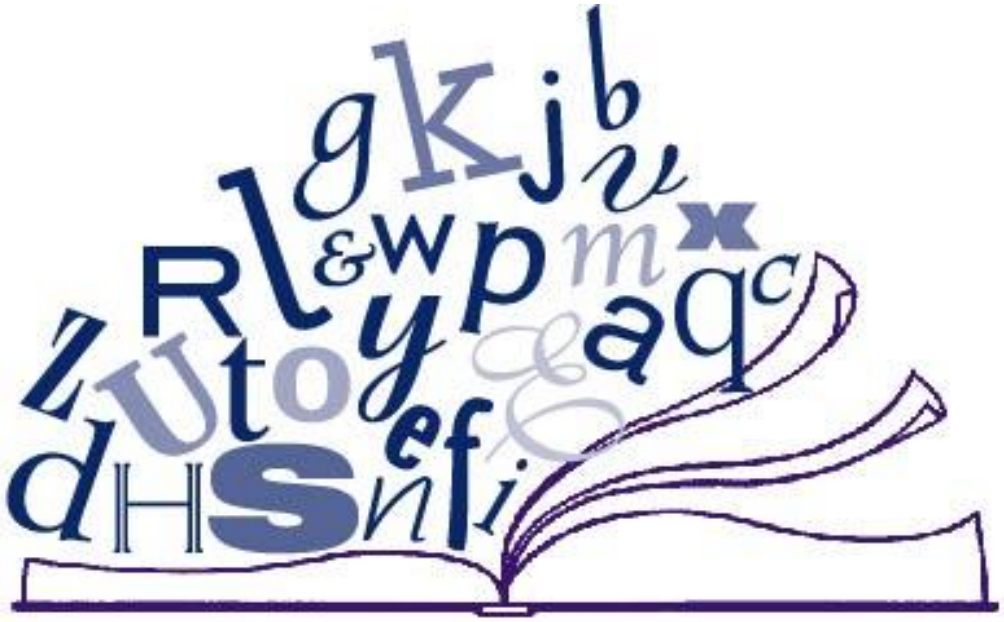
UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will develop the skills necessary to produce a short written report. • **Plagiarism** is using someone else's ideas or words without giving credit.	**All students should** • understand how information should be collected, analyzed and organized as a part of the process of writing a short report. • understand the difference between plagiarism and using their own words in their writing.	**To be successful with this standard, students are expected to** • focus on a central topic. • develop a list of questions pertaining to a specific topic. • identify and use appropriate resources. • follow the organization of particular forms of writing for short reports (e.g., opening, grouping of like information into clear paragraphs, ordering of paragraphs so that there is a logical flow of information, and closing). • review their written drafts so that the language and/or thoughts of another author are given proper credit.

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to use available technology for reading and writing.	**All students should** • understand that reading and writing skills can be adapted for use with available technology.	**To be successful with this standard, students are expected to** • use available technology for reading and writing. • read electronic media to gather specific information, to gain knowledge, and for enjoyment. • use available technology to compose, edit and share writing as well as to interact and collaborate with others. • ask and respond to questions about material presented through various media formats.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Four



Final Review
November 18, 2010

Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the fourth-grade level, students will apply oral communication skills to participate in discussions about learning and take part in collaborative learning projects. In order to be contributing participants in discussions, students must apply the skills involved in effectively communicating ideas and opinions, including skills such as actively listening to others and constructively agreeing or disagreeing with them. While using grammatically correct language and specific vocabulary, students will learn how to present information succinctly and confidently in oral presentations.

4.1 The student will use effective oral communication skills in a variety of settings.

a) Present accurate directions to individuals and small groups.
b) Contribute to group discussions across content areas.
c) Seek ideas and opinions of others.
d) Use evidence to support opinions.
e) Use grammatically correct language and specific vocabulary to communicate ideas.
f) Communicate new ideas to others.
g) Demonstrate the ability to collaborate with diverse teams.
h) Demonstrate the ability to work independently.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to develop the skills needed to communicate in ~~group~~ a variety of settings. • Students will strengthen their communication skills by contributing to individual and small-group discussions, seeking the ideas and opinions of others and beginning to use evidence to support their own personal opinions. • Students will also refine the skill of conveying accurate directions to individuals or small groups in such a way that others can follow the directions. Emphasis will be on directions for doing things that have a natural sequence or organization.	**All students should** • participate effectively in discussions by: ◦ asking clarifying questions; ◦ providing explanations; when necessary; ◦ reflecting on the ideas and opinions of others; and ◦ supporting opinions with examples and details. • demonstrate an ability to work independently and in small groups.	**To be successful with this standard, students are expected to** • participate in a range of discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, in groups, teacher-led). • give accurate directions by ◦ identifying the information needed by the listener; ◦ organizing and sequencing the information in a logical way; ◦ explaining or defining any terms that might be unfamiliar to the listener; ◦ articulating the information in a clear, organized manner; and ◦ making connections to previous common knowledge of a group of listeners. • participate in a variety of partner and/or group discussions by ◦ following rules for discussions and assigned partner or group roles; ◦ offering comments that are relevant to the topic of discussion; ◦ asking appropriate questions to solicit knowledge and opinions of others; ◦ supporting opinions with appropriate examples and details; ◦ identifying reasons and evidence a speaker provides to support particular points; ◦ communicating new ideas to others; ◦ responding to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others; ◦ reviewing key ideas expressed in discussions and explaining their own

4.1 The student will use effective oral communication skills in a variety of settings.

a) Present accurate directions to individuals and small groups.
b) Contribute to group discussions across content areas.
c) Seek ideas and opinions of others.
d) Use evidence to support opinions.
e) Use grammatically correct language and specific vocabulary to communicate ideas.
f) Communicate new ideas to others.
g) Demonstrate the ability to collaborate with diverse teams.
h) Demonstrate the ability to work independently.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		ideas and understanding; ◦ distinguishing fact from opinion; ◦ avoiding hindering the progress of the discussion (learning not to interrupt); ◦ taking turns speaking during a discussion; ◦ maintaining appropriate eye contact and attentive body language while listening; and ◦ respecting the comments of others, especially if the comments express opinions that are different from one's own. • use grammatically correct language. • use specific vocabulary to enhance oral communication. • work independently and with diverse teams in a variety of settings.

4.2 The student will make and listen to oral presentations and reports.

a) Use subject-related information and vocabulary.
b) Listen to and record information.
c) Organize information for clarity.
d) Use language and style appropriate to the audience, topic, and purpose.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will make formal oral presentations. • Students will organize information to make class presentations and reports. • Students will listen and take notes from other students' presentations.	**All students should** • apply basic patterns of organization when preparing an oral presentation. • develop the skills necessary for active listening.	**To be successful with this standard, students are expected to** • make oral presentations and reports by ◦ reporting on a topic or text, telling a story, or recounting an experience in an organized manner, using specific vocabulary, appropriate facts and descriptive details to support main ideas or themes; ◦ organizing information around a central idea with supporting details and using specific vocabulary; ◦ organizing information for clarity; ◦ ~~creating a simple visual, such as a poster or technology-tool presentation, that helps listeners follow the presentation;~~ ◦ speaking clearly, using appropriate voice level and speaking rate; ◦ differentiating formal and informal language and style when appropriate to task and situation (e.g., presentations, small-group discussions); ◦ selecting words and phrases to convey precise ideas; ◦ using voice inflection for effect; and ◦ adding visual displays to presentations when appropriate to enhance development of theme and/or main ideas. • use active listening skills by ◦ looking at the speaker; ◦ thinking about the main points the speaker is making; and ◦ taking notes.

4.3 The student will learn how media messages are constructed and for what purposes.
a) Differentiate between auditory, visual, and written media messages.
b) Identify the characteristics of various media messages.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will learn that media messages are constructed for a purpose. Students will examine the following: ◦ **Audience** (Who is the person or persons meant to see the message?) ◦ **Purpose** (Why is the message being sent – is it meant to persuade, inform, entertain, sell, or a combination of these?) • **Auditory media** can be heard (e.g., music, radio, speeches, video, etc.). • **Visual media** can be viewed (e.g., television, video, Web-based materials, etc.). • **Written media** includes text (e.g., newspapers, magazines, books, advertising, etc.).	**All students should** • ~~understand media messages are constructed and students have the ability to deconstruct messages by looking at several attributes: authorship, format, audience, content, and purpose.~~ • identify attributes of a constructed message (i.e., audience and purpose).	**To be successful with this standard, students are expected to** • access media messages and identify what types of media are used.

At the fourth-grade level, students will build on their reading and reading comprehension skills. They will continue to develop fluency as they use strategies such as word analysis, use of context clues, and the making of inferences to gain meaning from text. Students will use reading strategies before, during, and after reading to develop and demonstrate comprehension. The use of graphic organizers will facilitate students' understanding of text organization and will help them summarize and draw conclusions from fiction and nonfiction text. Students will read widely from content-area texts and nonfiction ~~trade books~~ literature. They will also collect information from a variety of resources in order to acquire additional knowledge about a topic. They will construct questions about their topic, gather information, and synthesize the information for use in their oral presentations and writings.

4.4 The student will expand vocabulary when reading.

a) Use context to clarify meanings of unfamiliar words.
b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
c) Use word-reference materials, including the glossary, dictionary, and thesaurus.
d) Develop vocabulary by listening to and reading a variety of texts.
e) Use vocabulary from other content areas.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to build vocabulary by applying their knowledge of word structure and context clues to determine the meanings of unfamiliar words. • ~~Students should read about 120 words per minute in grade level material.~~ • Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, roots, and affixes to read accurately multisyllabic words. • **Affixes** are added to root words to form new words (e.g., prefixes, suffixes). • **Prefixes** are added to the front of the root (e.g., like→dislike). • **Suffixes** are added to the end of the root (e.g., short→shorten). • ~~**Homonyms** are words that are typically pronounced the same and have different meanings. Two common types of homonyms are *homophones and homographs.*~~ • **Homophones** are words that are pronounced the same and have different meanings regardless of their spelling (e.g., principle/ principal, prince/prints).	**All students should** • use the content and structure of a sentence, paragraph, or reading selection to help determine the meaning of an unfamiliar word. • use a variety of strategies and word recognition skills to ~~read fluently~~ support comprehension. • know the type of information found in word reference materials such as a glossary, dictionary, and thesaurus.	**To be successful with this standard, students are expected to** • use context as a clue to clarify the meaning of unfamiliar words or phrases (e.g., definitions, examples, or restatements of text). • use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one ~~meaning (multiple meanings of words)~~ definition. • use their knowledge of affixes (prefixes and suffixes) to read and understand the meanings of words. • use their knowledge of synonyms (words with ~~like~~ similar meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words. • derive word meaning by using their knowledge of ~~homonyms/~~homophones (words that are pronounced the same but are spelled differently and have different meanings), such as *read/red*, *no/know*, *hear/here.* • use context to select the applicable definition of a ~~multiple-meaning~~ word from a glossary or dictionary. • ~~use knowledge of word origins.~~ • identify and consult the word-reference material(s), including the glossary, dictionary, and thesaurus, most likely to contain needed information to clarify word meaning. • develop vocabulary by listening to and reading a variety of texts. • determine the meaning of general academic and content-specific words or phrases in a text.

4.4 The student will expand vocabulary when reading.

a) Use context to clarify meanings of unfamiliar words.
b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
c) Use word-reference materials, including the glossary, dictionary, and thesaurus.
d) Develop vocabulary by listening to and reading a variety of texts.
e) Use vocabulary from other content areas.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• ~~**Homograph**s are words that are pronounced differently and share the same spelling (e.g., *We saw the dove fly*, or *She dove into the swimming pool*).~~ • **Antonyms** are opposites (e.g., off/on, fast/slow). • **Synonyms** are words that have similar meanings (e.g., small, little, tiny). • Students will use word-reference materials to learn new words. • Students will use vocabulary from content areas.		• study word meanings across content areas. • ~~read familiar text with fluency, accuracy, and expression.~~

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.
d) Summarize supporting details.
e) Identify the problem and solution.
f) Describe the relationship between text and previously read materials.
g) Identify sensory words.
h) Draw conclusions/make inferences about text.
i) Make, confirm, or revise predictions.
j) Identify cause and effect relationships.
k) Use reading strategies throughout the reading process to monitor comprehension.
l) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to read and comprehend fictional texts, narrative nonfiction texts, and poetry. • **Narrative nonfiction** is a retelling in story format about real people, animals, places or events. It contains facts and is usually in chronological order (e.g., autobiographies and biographies). • Students will also learn how authors craft their purpose and message by the choice of language, setting, characters, and specific information. • Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies (e.g., using graphic organizers, question generation, and summarization) . • ~~Students will become able to identify and~~	**All students should** • develop a variety of comprehension strategies. • ~~understand that there are different forms of fiction (realistic, historical, and fantasy).~~ • read a variety of fictional texts, narrative nonfiction texts, and poetry. • explain events, procedures, ideas, or concepts in fictional texts, narrative nonfiction texts, and poetry, including what happened and why, based on specific information in the text.	**To be successful with this standard, students are expected to** • explain ~~why~~ the author's ~~wrote the piece (identify~~ purpose~~),~~ (e.g., to entertain, inform, or persuade). • ~~find words or sentences that help identify the author's purpose.~~ • ~~find~~ describe how the choice of language, setting, characters, details, and other information ~~that help identify~~ contribute to the author's purpose. • ~~know that fictional stories, such as fantasy, describe imaginary characters and events~~ • describe in depth a character, setting, or event drawing on specific details from the text (e.g., words, actions, or a character's thoughts). • understand that ~~historical fiction~~ narrative nonfiction is a story based on facts. • identify the facts contained in a piece of ~~historical fiction~~ narrative nonfiction. • ~~compare the use of fact and fantasy in historical fiction with the use of fact and fantasy in other forms of literature~~

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.
d) Summarize supporting details.
e) Identify the problem and solution.
f) Describe the relationship between text and previously read materials.
g) Identify sensory words.
h) Draw conclusions/make inferences about text.
i) Make, confirm, or revise predictions.
j) Identify cause and effect relationships.
k) Use reading strategies throughout the reading process to monitor comprehension.
l) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
~~explain the specific elements of literature for the different forms of narrative text — realistic fiction, historical fiction, and fantasy~~. • Students will learn how to identify major events and supporting details. • Students will identify sensory words and describe the effect those particular words have on the reader. • Students will use reading strategies throughout the reading process to monitor comprehension. Strategies include: ° draw conclusions/make inferences about text; and ° make, confirm, and revise ongoing predictions. • To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS): ° independent level – 98-100% accuracy, or		• identify ~~major events~~ the main idea~~s~~ or theme of a text and summarize using supporting details. • identify the problem (conflict) and solution. • discuss the similarities and differences between text and previously read materials (e.g., similar themes and topics, patterns of events). • make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. • identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel. • refer to details and examples in a text when explaining what the text says, drawing conclusions/making inferences from text. • identify cause and effect relationships. • make, confirm, or revise predictions. • read familiar text with fluency, accuracy, and ~~expression.~~prosody. • ~~know that narrative poetry tells a story through verse.~~

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.
d) Summarize supporting details.
e) Identify the problem and solution.
f) Describe the relationship between text and previously read materials.
g) Identify sensory words.
h) Draw conclusions/make inferences about text.
i) Make, confirm, or revise predictions.
j) Identify cause and effect relationships.
k) Use reading strategies throughout the reading process to monitor comprehension.
l) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong. ° instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored. ° frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected. • **Prosody** refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension. • The table below presents the results of research on oral reading fluency rates for students at the		• read with sufficient accuracy and fluency to support comprehension. • become aware of when they do not understand, (e.g., by reflecting upon and learning to articulate what exactly is causing difficulty).

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.
d) Summarize supporting details.
e) Identify the problem and solution.
f) Describe the relationship between text and previously read materials.
g) Identify sensory words.
h) Draw conclusions/make inferences about text.
i) Make, confirm, or revise predictions.
j) Identify cause and effect relationships.
k) Use reading strategies throughout the reading process to monitor comprehension.
l) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
90th, 75th and 50th percentiles throughout the school year. These rates are reported as words correct per minute (WCPM) for fourth-grade students reading fourth-grade text:		

Percentile	Fall WCPM	Midyear WCPM	Spring WCPM
90	145	166	180
75	119	139	152
50	94	112	123

Hasbrouck, J.E., & Tindal, G.A., 2006

- When fully developed, reading *fluency* refers to a level of accuracy and rate where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody; and where attention can be allocated to comprehension.*

* Wolf, M. & Katzir-Cohen, T. (2001). Reading fluency and its intervention. *Scientific Studies of Reading*. (Special Issue on Fluency. Editors: E. Kameenui & D. Simmons). 5, p. 211-238.

4.6 The student will read and demonstrate comprehension of nonfiction texts.

a) Use text 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.
e) Summarize supporting details.
f) Draw conclusions and make simple inferences using textual information as support.
g) Distinguish between cause and effect.
h) Distinguish between fact and opinion.
i) Use prior knowledge and build additional background knowledge as context for new learning.
j) Identify new information gained from reading.
k) Use reading strategies throughout the reading process to monitor comprehension.
l) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will read and demonstrate comprehension of nonfiction ~~print materials and trade books~~ texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics~~, in order to build vocabulary and content knowledge~~. • Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies (e.g., using graphic organizers, question generation, and summarization). • ***Before*** reading, students ~~will become able to~~ use text ~~features~~ structures to predict and categorize information. • ***During*** reading, students ~~will~~ formulate	**All students should** • summarize key details of informational texts, connecting new information to prior knowledge. • identify and use text structures ~~features~~, such as headings, paragraphs, and format, to preview a text and make predictions in order to comprehend. • actively ask questions, visualize, make connections, and predict as they read.	**To be successful with this standard, students are expected to** • ~~read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.~~ • use text ~~set in structures~~ features, such as special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both print and digital texts. • understand how written text and accompanying illustrations connect to convey meaning (e.g., charts, graphs, diagrams, timelines, animations). • generate questions to guide reading of text ~~through reading strategies, such as KWL (Ogle) or DRTA (Stauffer)~~. • explain ~~why~~ the ~~author wrote the piece~~ author's purpose (e.g., to entertain, persuade, inform). • identify the ~~important information~~ main idea and ~~provide~~ supporting details ~~for each important idea~~ within a selection ~~to summarize~~ summarizing the

4.6 The student will read and demonstrate comprehension of nonfiction texts.

a) Use text 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.
e) Summarize supporting details.
f) Draw conclusions and make simple inferences using textual information as support.
g) Distinguish between cause and effect.
h) Distinguish between fact and opinion.
i) Use prior knowledge and build additional background knowledge as context for new learning.
j) Identify new information gained from reading.
k) Use reading strategies throughout the reading process to monitor comprehension.
l) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
questions and make and revise ongoing predictions and inferences, using given information. • ***After*** reading, students ~~will~~ confirm or dismiss previous predictions and inferences. Students also summarize content by identifying important ideas and providing details. • Teachers should provide opportunities for s~~S~~tudents to ~~will~~ make connections between what they read in the selection and their prior knowledge.		text by using tools such as graphic organizers, outlining, and notes. • combine information from various places in the text to draw a conclusion. • make simple inferences, using information from the text. • identify cause-and-effect relationships. • distinguish between fact and opinion. • apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts. • ~~write responses that go beyond literal restatements in order to make connections to their own lives and to other selections~~ • ~~understand that nonfiction material, such as biographies and informational text, tells about real people, places, objects, and/or events~~ • identify new information learned from reading. • read familiar text with fluency, accuracy, and expression. • become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty).

At the fourth-grade level, students will develop and build their writing skills by writing effective narratives~~, poems,~~ and explanations. They will use the writing skills of selecting and narrowing a topic, developing a plan for writing, and organizing information into several paragraphs with a central idea and supporting details. The instructional focus will include an emphasis on written expression. Revising and editing for correct sentence formation, grammar, capitalization, punctuation, and spelling will continue to be important skills at this grade level. Students will also use available technology to write their narratives and explanations.

4.7 The student will write cohesively for a variety of purposes.

a) Identify intended audience.
b) Focus on one aspect of a topic.
c) Use a variety of pre-writing strategies.
d) Organize writing to convey a central idea.
e) Recognize different modes of writing have different patterns of organization.
f) Write a clear topic sentence focusing on the main idea.
g) Write two or more related paragraphs on the same topic.
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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will apply their knowledge of a writing process and the domains of writing to write ~~effective narratives and explanations~~ for a variety of purposes. • Two important modes for writing are: ° **Informative/explanatory** – students write informative/explanatory texts to examine a topic and convey ideas and information clearly. ° **Narrative** – students write narrative to develop real or imagined experiences or events using descriptive details, and clear event sequences. • ~~As students develop their understanding of poetry and its features, they will become more able to create and write rhymed, unrhymed, and patterned poetry~~ • The three domains of writing are ° **composing** – the structuring and elaborating a writer does to construct an effective message	**All students should** • demonstrate the capacity to generate, focus, and organize ideas for writing. • revise the language, organization, and content of a piece of writing for a specific purpose.	**To be successful with this standard, students are expected to** • apply knowledge of the writing domains of composing, written expression, and usage/mechanics. • produce clear and coherent writing in which the development and organization are appropriate to purpose and audience. • recognize different modes of writing have different patterns of organization ° informative/explanatory – clearly introduce a topic and group related information in paragraphs – use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic – use specific vocabulary to inform and explain the topic; and – provide a concluding statement or section related to the topic ° narrative – organize an event sequence that unfolds naturally – use transition words and phrases for sentence variety and to manage the sequence of events – use specific vocabulary, words, and phrases to convey experiences

4.7 The student will write cohesively for a variety of purposes.

a) Identify intended audience.
b) Focus on one aspect of a topic.
c) Use a variety of pre-writing strategies.
d) Organize writing to convey a central idea.
e) Recognize different modes of writing have different patterns of organization.
f) Write a clear topic sentence focusing on the main idea.
g) Write two or more related paragraphs on the same topic.
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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
for readers (e.g., staying on topic; beginning, middle, and end); ◦ **written expression** – those features that show the writer purposefully shaping and controlling language to affect readers (e.g., specific vocabulary, descriptive words, tone/voice); and ◦ **usage/mechanics** – the features that cause written language to be acceptable and effective for standard discourse (e.g., spelling, punctuation, capitalization, grammar). • **Transition words and phrases** provide organization to student writing by improving the connections between thoughts. Categories of transitions include, but are not limited to: ◦ **example** (e.g., *that is*, *for example*, *in fact*) ◦ **sequence** (e.g., *then*, *next*, *finally*) ◦ **time or location** (e.g., *before*, *meanwhile*, *nearby*). • Students should have practice writing on demand,		and events – provide a conclusion • create a plan and organize thoughts to convey a central idea before writing. • use a variety of prewriting strategies (e.g., brainstorming, listing, free-writing, and using graphic organizers). • focus, organize, and elaborate to construct an effective cohesive message for the reader. • write a clear topic sentence focused on the main idea. • purposefully shape and control language to affect readers. • select specific information to guide readers more purposefully through the piece. • use specific vocabulary and vivid word choice. • write ~~several~~ two or more related paragraphs on a topic. • use precise language and vocabulary to explain a topic. • link ideas within paragraphs using words and phrases (e.g., another, for example, since, also). • include sentences of various lengths and beginnings to create a pleasant,

4.7 The student will write cohesively for a variety of purposes.

a) Identify intended audience.
b) Focus on one aspect of a topic.
c) Use a variety of pre-writing strategies.
d) Organize writing to convey a central idea.
e) Recognize different modes of writing have different patterns of organization.
f) Write a clear topic sentence focusing on the main idea.
g) Write two or more related paragraphs on the same topic.
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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
for shorter time frames, and over extended periods of time.		informal rhythm. • use available reference resources (e.g., dictionary and thesaurus) as aids to revising writing for clarity. • use facts and details in sentences to elaborate the main idea. • ~~know that unrhymed poetry has lines ending with words that do not rhyme~~ • ~~write rhymed, unrhymed, and patterned poetry, such as a cinquain, limerick, and haiku~~ • use available technology to gather information and to aid in writing.

4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, 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 correct spelling for frequently used words, including common homophones.
h) Use singular possessives.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will understand and use the editing process. • Students will demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling in writing (e.g., correct capitalization, commas in series, correct spelling of frequently used words). • ~~Students will also identify the following parts of speech:; nouns, pronouns, verbs, adjectives, adverbs, and prepositions.~~ • ~~Students will identify the following parts of a sentence: subject, predicate, and prepositional phrase.~~	**All students should** • understand that grammatically correct language and mechanics contribute to the meaning of writing.	**To be successful with this standard, students are expected to** • apply knowledge of the writing domains of composing, written expression, and usage/mechanics. • use subject-verb agreement (singular nouns with singular verbs; plural nouns with plural verbs). • appropriately identify and use the following parts of a sentence in writing: subject, predicate, and prepositional phrase. • ~~use prepositional phrases~~ • avoid the use of double negatives. • appropriately identify and use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions in their writing. • use noun/pronoun agreement (pronoun agrees in number and gender with its antecedent). • use reflexive pronouns (e.g., myself, ourselves). • use commas in series, dates, and addresses. • use adjectives and adverbs (use adverbs instead of adjectives where appropriate, (e.g., "He played *really* well." instead of "He played *real* well."). • ~~use the articles, *a*, *an*, and *the* correctly~~

4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, 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 correct spelling for frequently used words, including common homophones.
h) Use singular possessives.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• use the correct spelling of frequently used words, including common homonyms/homophones (e.g., *threw/through*). • use singular possessives. • use a rubric to self-assess writing. • use technology, including the Internet, to produce, edit and publish writing as well as to interact and collaborate with others.

At the fourth-grade level, students will conduct short research projects based on focused questions. Students will gather relevant information from sources and integrate the information while avoiding plagiarism.

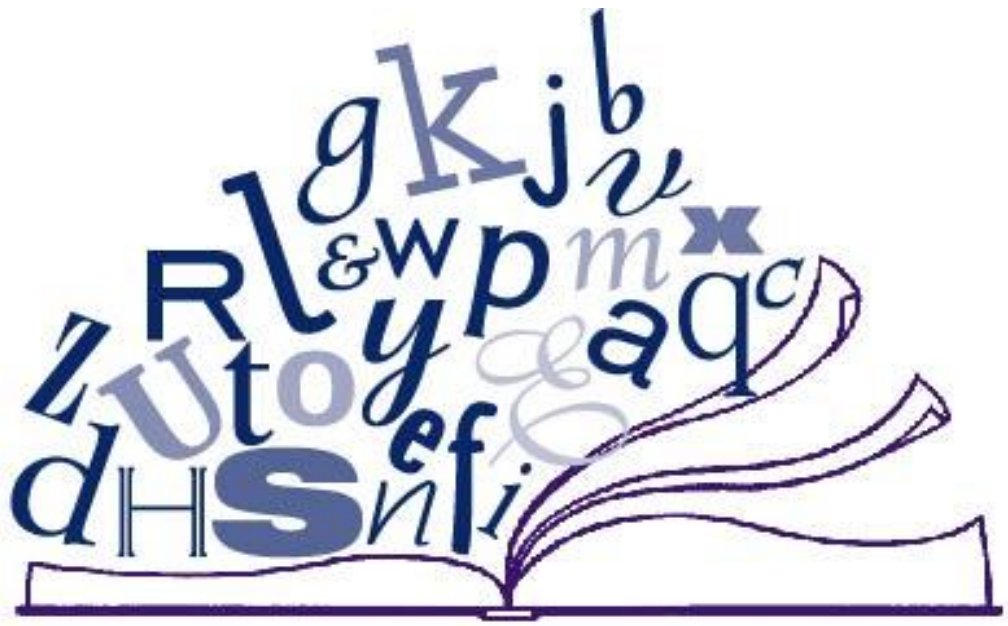
4.9 The student will demonstrate comprehension of information resources to research a topic.

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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will use information resources to locate information on a topic. • With assistance and support, students will collect information from multiple resources including online, print, and media. • After collecting needed information, students will learn to evaluate and synthesize the information to use in their oral reports or writings. • **Plagiarism** is using someone else's ideas or words without giving credit.	**All students should** • understand how information is to be collected, analyzed, and organized as a part of the process of writing a short report.	**To be successful with this standard, students are expected to** • formulate initial questions about a topic and seek information by identifying, locating, exploring, and effectively using a variety of sources of information. • ~~formulate research questions based on a topic.~~ • recognize, organize, and record information pertinent to the topic and blend ideas accurately. • select and use appropriate references~~, such as dictionaries,~~(e.g., atlases, almanacs, and encyclopedias)~~, and thesauruses~~, including ~~online, print, and media~~ electronic resources. • identify key terms to use in searching for information. • skim to find information related to a topic. • select information that is related to their topic. • evaluate and combine (synthesize) related information from two or more sources. • use available technology to gather, organize, evaluate, and communicate information. • give credit to sources used in research.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Five



Final Review
November 18, 2010

Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the fifth-grade level, students will continue to refine their oral-communication skills. They will further develop their ability as active listeners and as effective participants in large- and small-group activities. They will improve their skills in planning oral presentations and using grammatically correct language and specific vocabulary when delivering oral presentations, as well as including visual aids and appropriate ~~dramatic~~ gestures to enhance their delivery. Students will be~~come~~ able to summarize their presentations before delivery and summarize the presentations of others after listening to them.

5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.

a) Participate in and contribute to discussions across content areas.
b) Organize information to present in reports of group activities.
c) Summarize information gathered in group activities.
d) Communicate new ideas to others.
e) Demonstrate the ability to collaborate with diverse teams.
f) Demonstrate the ability to work independently.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to develop the skills necessary to participate in large- and small-group learning activities. • Students will be active participants in discussions across content areas. They will become able to assume the role of the speaker and the role of the listener. • Students will refine their organizational skills in preparing, presenting, and summarizing information gathered in group activities. • Students will also be~~come~~ able to summarize their own material prior to delivering a presentation.	**All students should** • participate effectively in subject-related group learning activities. • use their organizational skills in preparing, presenting, and summarizing information gathered in group activities. • communicate and collaborate with diverse teams while maintaining the ability to work independently as necessary to accomplish assigned tasks.	**To be successful with this standard, students are expected to** • participate in a range of discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, in groups, teacher-led). • follow rules for discussions and assigned group roles. • participate as active listeners in group learning activities by: ◦ listening for main ideas; ◦ listening for sequence of ideas; and ◦ taking notes. • participate as informed contributors in subject-related group learning activities by: ◦ asking and answering questions at appropriate times; ◦ responding to specific questions by making comments that contribute to the discussion and elaborating on the remarks of others; ◦ communicating new ideas to others; ◦ clarifying confusing points; ◦ summarizing main ideas; ◦ organizing information from group discussion for presentation; ◦ preparing ~~an outline~~ a prewriting tool (e.g., outline, web, or graphic organizer) for presentation prior to delivery; and ◦ summarizing a presentation orally prior to delivery. • exhibit the ability to collaborate with diverse teams. • demonstrate that they can work independently on group-related tasks.

5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.

a) Maintain eye contact with listeners.
b) Use gestures to support, accentuate, and dramatize verbal message.
c) Use facial expressions to support and dramatize verbal message.
d) Use posture appropriate for communication setting.
e) Determine appropriate content for audience.
f) Organize content sequentially around major ideas.
g) Summarize main points as they relate to main idea or supporting details.
h) Incorporate visual media to support the presentation.
i) Use language and style appropriate to the audience, topic, and purpose.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will learn to plan and deliver oral presentations. • ~~The intent of this standard is that students will continue to refine their communication skills.~~ • Students will enhance their oral presentations with appropriate body language, correct posture, and eye contact with listeners. • Students will begin to use dramatic gestures and facial expressions that are suitable to the content and the audience.	**All students should** • understand how gestures, facial expressions, posture, and body language affect delivery of the message. • select and organize information when preparing for an oral presentation. • use visual aids when preparing for an oral presentation.	**To be successful with this standard, students are expected to** • demonstrate appropriate eye contact with listeners. • use ~~dramatic~~ appropriate facial expressions and gestures to support, accentuate, or dramatize the message. • speak clearly at an understandable pace. • use acceptable posture according to the setting and the audience. • ~~use appropriate facial expressions to support, accentuate, or dramatize presentations.~~ • select information that develops the topic and is appropriate for the audience. • report on a topic or text sequencing ideas logically and using relevant facts and descriptive details to support main ideas or themes. • narrow the topic. • organize content sequentially and group together related information. • put information in order, providing an overview of the information at the beginning or a summary of the information at the end. • create and/or use visual aids ~~to illustrate information~~ in presentations when appropriate to enhance development of themes and/or main ideas (e.g., graphics, sound).

5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.

a) Maintain eye contact with listeners.
b) Use gestures to support, accentuate, and dramatize verbal message.
c) Use facial expressions to support and dramatize verbal message.
d) Use posture appropriate for communication setting.
e) Determine appropriate content for audience.
f) Organize content sequentially around major ideas.
g) Summarize main points as they relate to main idea or supporting details.
h) Incorporate visual media to support the presentation.
i) Use language and style appropriate to the audience, topic, and purpose.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• use grammatically correct language. • expand, combine, and reduce sentences for meaning, interest, and style. • use specific vocabulary and style to enhance oral presentations.

5.3 The student will learn how media messages are constructed and for what purposes.
a) Differentiate between auditory, visual, and written media messages.
b) Identify the characteristics and effectiveness of a variety of media messages.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will learn all media messages are constructed and that to understand the whole meaning of the message they can *deconstruct* it, looking at the following attributes: ◦ **Authorship** (Who constructed the message?); ◦ **Format** (This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, children's voices.); ◦ **Audience** (Who is the person or persons meant to receive the message? How will different people *interpret* the message?); ◦ **Content** (This is not just the visible content but the *embedded* content as well which includes underlying assumptions of values or points of view; facts and opinions may be intermixed.); and ◦ **Purpose** (Why is the message being sent—is it meant to persuade, inform, entertain, sell, or a combination of these?). • **Auditory media** can be heard (e.g., music, radio shows, podcasts). • **Visual media** can be viewed (e.g., television, video, Web-based materials, print ads).	**All students should** • understand media messages are constructed and students have the ability to deconstruct messages by looking at several attributes: authorship, format, audience, content, and purpose. • understand how to evaluate the effectiveness of a media message by examining the various attributes of messages.	**To be successful with this standard, students are expected to** • access media messages and identify what types of media are used. • identify the attributes of a constructed message (i.e., authorship, format, audience, content, and purpose). • deconstruct several types of media messages by addressing the main question(s) raised by the media attributes. • create age-appropriate media messages (e.g., videos, podcasts, print advertisements) for evaluation, focusing on effectiveness of the message.

5.3 The student will learn how media messages are constructed and for what purposes.
a) Differentiate between auditory, visual, and written media messages.
b) Identify the characteristics and effectiveness of a variety of media messages.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• **Written media** includes text (e.g., newspapers, magazines, books, blogs).		

At the fifth-grade level, students will become increasingly independent readers of a variety of literary forms. Strategies such as word analysis and the use of context clues and word references will help students increase fluency as well as comprehension. They will begin to read text critically in order to examine implied relationships and understandings, recognize how character and plot are developed, and formulate and justify opinions about the text. They will organize the information they extract from the text and represent their understandings on charts, maps, and graphs.

5.4 The student will expand vocabulary when reading.

a) Use context to clarify meaning of unfamiliar words and phrases.
b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
d) Identify an author's use of figurative language.
e) Use dictionary, glossary, thesaurus, and other word-reference materials.
f) Develop vocabulary by listening to and reading a variety of texts.
g) Study word meanings across content areas.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to build vocabulary by applying their knowledge of word structure and context clues to determine the meanings of unfamiliar words. • ~~Students should read about 120 words per minute in grade level material.~~ • Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, roots, and affixes to read accurately multisyllabic words in context and out. • Students will ~~continue to~~ build their knowledge of word origins by learning about Greek and Latin affixes. • Students will also use word-reference materials to learn new words. • ~~**Homonyms** are words that are typically pronounced the same and have different meanings. Two common types of homonyms are *homophones and homographs.*~~ • **Homophones** are words that are pronounced the same and have different meanings regardless of their spelling (e.g., principle/ principal, prince/prints).	**All students should** • apply knowledge of word structure and context clues to determine the meanings of unfamiliar words. • ~~read with fluency and accuracy.~~	**To be successful with this standard, students are expected to** • use context as a clue to infer the correct meanings of unfamiliar words and phrases. • use context and sentence structure to determine meanings and differentiate among multiple meanings of words. • apply knowledge of roots ~~words~~, ~~prefixes, and suffixes~~ affixes (prefixes and suffixes), synonyms, antonyms, and homophones. • ~~continue~~ begin to learn about Greek and Latin affixes. • understand that often a word can be divided into root word, prefix, and suffix in order to determine its pronunciation. • understand how a prefix changes the meaning of a root word. • identify when an author uses language figuratively. • use word references and context clues to determine which meaning is appropriate in a given situation. • identify the word-reference materials, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed. • develop vocabulary by listening to and reading a variety of texts. • study cross-curricular vocabulary.

5.4 The student will expand vocabulary when reading.

a) Use context to clarify meaning of unfamiliar words and phrases.
b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
d) Identify an author's use of figurative language.
e) Use dictionary, glossary, thesaurus, and other word-reference materials.
f) Develop vocabulary by listening to and reading a variety of texts.
g) Study word meanings across content areas.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• ~~**Homograph**s are words that are pronounced differently and share the same spelling (e.g., *We saw the dove fly*, or *She dove into the swimming pool*).~~ • An author may use a word or phrase *figuratively* for purposes of comparison, emphasis, or to provide clarity. Such language requires the reader to comprehend beyond the literal meaning of the text.		

5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.

a) Describe the relationship between text and previously read materials.
b) Describe character development.
c) Describe the development of plot and explain the resolution of conflict(s).
d) Describe the characteristics of free verse, rhymed, and patterned poetry.
e) Describe how an author's choice of vocabulary contributes to the author's style.
f) Identify and ask questions that clarify various points of view.
g) Identify main idea.
h) Summarize supporting details from text.
i) Draw conclusions and make inferences from text.
j) Identify cause and effect relationships.
k) Make, confirm, or revise predictions.
l) Use reading strategies throughout the reading process to monitor comprehension.
m) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to demonstrate comprehension of a selection by using before-, during-, and after-reading strategies. • Students will continue to read and comprehend fictional texts, narrative nonfiction texts, and poetry. • **Narrative nonfiction** is a retelling in story format about real people, animals, places or events. It contains facts and is usually in chronological order (e.g., autobiographies and biographies). • Students will become critical readers by analyzing point of view, word choice, plot, beginnings and endings, and character development. • Students will continue to further their knowledge	**All students should** • choose from a variety of comprehension strategies. • read a variety of fictional texts, narrative nonfiction texts, and poetry. • describe character and plot development.	**To be successful with this standard, students are expected to** • discuss the similarities and differences between a text and previously read materials (e.g., compare and contrast characters). • understand that characters are developed by: ° what is directly stated in the text; ° their speech and actions; and ° what other characters in the story say or think about them. • understand that some characters change during the story or poem and some characters stay the same. • understand that the main character has a ~~problem~~ conflict that usually gets resolved. • identify the conflict or problem of the plot. • understand that plot is developed through a series of events. • identify the events in sequence that lead to resolution of the conflict.

5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.

a) Describe the relationship between text and previously read materials.
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i) Draw conclusions and make inferences from text.
j) Identify cause and effect relationships.
k) Make, confirm, or revise predictions.
l) Use reading strategies throughout the reading process to monitor comprehension.
m) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
of plot and character and their understanding of how each is developed in a literacy selection. • Students will then locate information in the text to support their predictions and conclusion. • To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS): ° independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong. ° instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored. ° frustration level – less than 90% accuracy,		• discuss why an author might have used particular words and phrases. • identify the characteristics of free verse (poetry with neither regular meter nor rhyme scheme), rhymed poetry, and patterned poetry. • describe how an author's choice of vocabulary contributes to the author's style. • identify and ask questions that clarify various points of view. • identify main idea or theme. • summarize supporting details from text. • draw conclusions/make inferences from text. • identify cause and effect relationships. • make, confirm, or revise predictions. • become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty).

5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.

a) Describe the relationship between text and previously read materials.
b) Describe character development.
c) Describe the development of plot and explain the resolution of conflict(s).
d) Describe the characteristics of free verse, rhymed, and patterned poetry.
e) Describe how an author's choice of vocabulary contributes to the author's style.
f) Identify and ask questions that clarify various points of view.
g) Identify main idea.
h) Summarize supporting details from text.
i) Draw conclusions and make inferences from text.
j) Identify cause and effect relationships.
k) Make, confirm, or revise predictions.
l) Use reading strategies throughout the reading process to monitor comprehension.
m) Read with fluency and accuracy.

<table>
<tr><th>UNDERSTANDING THE STANDARD
(Teacher Notes)</th><th>ESSENTIAL UNDERSTANDINGS</th><th>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</th></tr>
<tr><td>
or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected.
The table below presents the results of research on oral reading fluency rates for students at the 90th, 75th and 50th percentiles throughout the school year. These rates are reported as words correct per minute (WCPM) for fifth-grade students reading fifth-grade text:
<table>
<tr><th>Percentile</th><th>Fall WCPM</th><th>Midyear WCPM</th><th>Spring WCPM</th></tr>
<tr><td>90</td><td>166</td><td>182</td><td>194</td></tr>
<tr><td>75</td><td>139</td><td>156</td><td>168</td></tr>
<tr><td>50</td><td>110</td><td>127</td><td>139</td></tr>
</table>
Hasbrouck, J.E., & Tindal, G.A., 2006
When fully developed, reading fluency refers to a
</td><td></td><td>
read familiar text with fluency, accuracy, and expression to support comprehension.
recognize structural elements of poems (e.g., verse, rhythm) and drama (e.g., casts, dialogue).
</td></tr>
</table>

5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.

a) Describe the relationship between text and previously read materials.
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d) Describe the characteristics of free verse, rhymed, and patterned poetry.
e) Describe how an author's choice of vocabulary contributes to the author's style.
f) Identify and ask questions that clarify various points of view.
g) Identify main idea.
h) Summarize supporting details from text.
i) Draw conclusions and make inferences from text.
j) Identify cause and effect relationships.
k) Make, confirm, or revise predictions.
l) Use reading strategies throughout the reading process to monitor comprehension.
m) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
level of accuracy and rate where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody; and where attention can be allocated to comprehension.*		

* Wolf, M. & Katzir-Cohen, T. (2001). Reading fluency and its intervention. *Scientific Studies of Reading*. (Special Issue on Fluency. Editors: E. Kameenui & D. Simmons). 5, p. 211-238.

5.6 The student will read and demonstrate comprehension of nonfiction texts.

a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
b) Use prior knowledge and build additional background knowledge as context for new learning.
c) Skim materials to develop a general overview of content and to locate specific information.
d) Identify the main idea of nonfiction texts.
e) Summarize supporting details in nonfiction texts.
f) Identify structural patterns found in nonfiction.
g) Locate information to support opinions, predictions, and conclusions.
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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will read and demonstrate comprehension of nonfiction ~~print materials and trade books~~ texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics~~, in order to build vocabulary and content knowledge~~. • Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies (e.g., using graphic organizers, question generation, and summarization). • ***Before*** reading, students will ~~become able to~~ use text organizers to predict and categorize information. • ***During*** reading, students will formulate	**All students should** • preview, pose questions, and make predictions before reading. • understand how the organizational patterns make the information easier to comprehend. • make connections between what they read in the selection and their prior knowledge.	**To be successful with this standard, students are expected to** • ~~read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.~~ • use text ~~set in special~~ features, such as type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both print and digital texts. • apply prior knowledge to make predictions and build additional background knowledge as context for learning. • skim material from print and digital texts to develop a general overview or to locate specific information. • determine the main idea of a text and summarize supporting key details. • identify structural and organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order.

5.6 The student will read and demonstrate comprehension of nonfiction texts.

a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
b) Use prior knowledge and build additional background knowledge as context for new learning.
c) Skim materials to develop a general overview of content and to locate specific information.
d) Identify the main idea of nonfiction texts.
e) Summarize supporting details in nonfiction texts.
f) Identify structural patterns found in nonfiction.
g) Locate information to support opinions, predictions, and conclusions.
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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
questions and make and revise ongoing predictions and inferences, using given information. • ***After*** reading, students will confirm or dismiss previous predictions and inferences. Students will also summarize content, identify important ideas, provide details, ~~make inferences,~~ formulate opinions, and use writing to clarify their thinking (e.g., graphic organizers, responsive journaling). • Interactions between reader and text will become more sophisticated and deliberate as students make inferences, formulate opinions, and write ~~use writing~~ to clarify their thinking • **Prosody** refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension.		• identify specific information in text that supports predictions. • form opinions and draw conclusions from the selection. • locate details to support opinions, predictions, and conclusions. • identify cause and effect relationships following transition words signaling the pattern. • distinguish between fact and opinion. • identify, compare, and contrast relationships between characters, events, and facts. • compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. • identify new information learned from reading. • become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty). • read familiar text with fluency, accuracy, and ~~expression~~ prosody.

At the fifth-grade level, students will continue to grow as writers~~, experimenting with new modes and purposes~~ as they write to describe, to inform, to entertain, to explain, and to persuade. They will spend more time on revising and editing their work as they gain greater understanding of written expression. Precise and descriptive vocabulary and varied sentence structure will become important tools for creating tone and voice within a text. Students will be expected to have greater control over the conventions of writing, including sentence formation, grammar, capitalization, spelling, and punctuation.

5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

a) Identify intended audience.
b) Use a variety of prewriting strategies.
c) Organize information to convey a central idea.
d) Write a clear topic sentence focusing on the main idea.
e) Write multiparagraph compositions.
f) Use precise and descriptive vocabulary to create tone and voice.
g) Vary sentence structure by using transition words.
h) Revise for clarity of content using specific vocabulary and information.
i) Include supporting details that elaborate the main idea.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to write as a method of communication and as a means of expressing themselves. • Students will organize their thoughts and choose appropriate vocabulary to convey their message effectively. • There will be a continued emphasis on the students' ability to shape and control language purposefully and to master the features of the composing and written expression domains. • **Voice** shows an author's personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. • The three domains of writing are ° **composing** – the structuring and elaborating a writer does to construct an effective message for readers (e.g., staying on topic; beginning, middle, and end) ° **written expression** – those features that show the writer purposefully shaping and controlling language to affect readers (e.g., specific vocabulary, descriptive words, tone/voice)	**All students should** • plan and organize information as they write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. • use precise, descriptive vocabulary and vary sentence structure as they revise for clarity.	**To be successful with this standard, students are expected to** • apply knowledge of the writing domains of composing, written expression, and usage/mechanics. • produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience. • recognize different modes of writing have different patterns of organization ° informative/explanatory – clearly introduce a topic and group related information in paragraphs – use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic – use specific vocabulary to inform and explain the topic; and – provide a concluding statement or section related to the topic ° narrative – organize an event sequence that unfolds naturally – use transition words and phrases for sentence variety and to manage the sequence of events – use specific vocabulary, words, and phrases to convey experiences and events – provide a conclusion ° persuasive

5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

a) Identify intended audience.
b) Use a variety of prewriting strategies.
c) Organize information to convey a central idea.
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i) Include supporting details that elaborate the main idea.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
° **usage/mechanics** – the features that cause written language to be acceptable and effective for standard discourse (e.g., spelling, punctuation, capitalization, grammar). • **Transition words and phrases** provide organization to student writing by improving the connections between thoughts. Categories of transitions include, but are not limited to: ° **example** (e.g., *that is, for example, in fact)* ° **sequence** (e.g., *then*, *next*, *finally*) ° **time or location** (e.g., *before*, *meanwhile, nearby)*		– introduce the position – provide evidence to support the position – provide points for the opposite side and argue against them – provide a conclusion. • create a plan, and organize thoughts before writing. • use a variety of prewriting strategies (e.g., brainstorming, listing, free-writing, and using graphic organizers. • focus, organize, and elaborate to construct an effective message for the reader. • write a clear topic sentence focusing on the main idea. • purposefully shape and control language to demonstrate an awareness of the intended audience. • select specific information to guide readers more purposefully through the piece. • write multiparagraph compositions focused on a topic, grouping related information in paragraphs and sections. • choose precise descriptive vocabulary and information to create tone and voice • develop and strengthen writing as needed, in consultation with peers or adults, by prewriting, drafting, revising, editing, or rewriting.

5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

a) Identify intended audience.
b) Use a variety of prewriting strategies.
c) Organize information to convey a central idea.
d) Write a clear topic sentence focusing on the main idea.
e) Write multiparagraph compositions.
f) Use precise and descriptive vocabulary to create tone and voice.
g) Vary sentence structure by using transition words.
h) Revise for clarity of content using specific vocabulary and information.
i) Include supporting details that elaborate the main idea.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters. • use precise language and content-specific vocabulary to inform about or explain a topic, to persuade, describe or entertain. • include sentences of various lengths and beginnings to create a pleasant, informal rhythm. • vary sentence structure by using transition words and phrases. • use precise language and phrases to develop writing (e.g., consequently, specifically, especially). • clarify writing when revising. • include supporting details that elaborate the main idea. • use available technology to gather information and to aid in writing.

5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, 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.
g) Use a hyphen to divide words at the end of a line.
h) Edit for fragments and run-on sentences.
i) Eliminate double negatives.
j) Use correct spelling of commonly used words.
k) Identify and use conjunctions.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will understand and use the editing process. • Students will work to gain more control over the conventions of writing, including composing effective sentences with subject verb agreement, spelling, capitalization, and punctuation. • Students will ~~also identify~~ effectively use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, and interjections. • Teachers should begin to encourage students to incorporate variety into sentences, by appropriate use of subordinate (dependent) clauses. • Students should have practice writing on demand, for shorter time frames, and over extended periods of time.	**All students should** • understand that editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader. • revise and edit drafts for improvement, using teacher assistance and peer collaboration.	**To be successful with this standard, students are expected to** • punctuate correctly ◦ apostrophes in contractions ~~such as~~ (e.g., *isn't*), and possessives ~~such as~~ (e.g., *Jan's*); ◦ commas [e.g., items in a series, to set off the words *yes* and *no*; and to indicate direct address (e.g., *Is that you, Chloe?*)]; ◦ quotation marks with dialogue; and ◦ ~~commas in the salutation and closing of a letter~~ ◦ hyphens to divide words at the end of a line. • use underlining, quotation marks, or italics to indicate titles of works. • use adverb comparisons~~, such as~~ (e.g., *fast, faster, fastest*). • use adjective comparisons~~, such as~~ (e.g., *big, bigger, biggest*). • use adverbs instead of adjectives where appropriate~~,~~ (e.g., "He played *really* well." instead of "He played *real* well."). • use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie*). • use a comma to separate an introductory element from the rest of the sentence.

5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, 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.
g) Use a hyphen to divide words at the end of a line.
h) Edit for fragments and run-on sentences.
i) Eliminate double negatives.
j) Use correct spelling of commonly used words.
k) Identify and use conjunctions.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• use plural possessives, (e.g.~~,~~ "The *books'* covers are torn."). • identify and use interjections~~, such as~~ (e.g., "*Yikes, look at the size of that bug!*"). • form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. • use verb tense to convey various times, sequences, states, and conditions. • avoid fragments ~~(Use of clausal fragments, such as *"Although he was not supposed to go out of the house."*, is not penalized in direct writing at this level.)~~ • avoid run-ons~~,~~ (e.g., *"I opened the door, the dog went out."*). • ~~avoid excessive coordination, e.g., *"I opened the door and the dog went out and he chased the cat and then he came back inside."*~~ • eliminate double negatives. • use correct spelling of commonly used words. • identify and use conjunctions • use technology, including the Internet, to produce, edit and publish writing as well as to interact and collaborate with others.

At the fifth-grade level, students will conduct short research projects based on focused questions. Students will gather relevant information from sources and integrate the information while avoiding plagiarism.

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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will use information resources to locate information on a topic. • Students will collect information from multiple resources including online, print, and media. • After collecting needed information, students will learn to evaluate and synthesize the information to use in their oral reports or writings. • Students will need to give credit to the author, title, and date of a resource used in research. • **Plagiarism** is using someone else's ideas or words without giving credit.	**All students should** • formulate initial questions about a topic and seek information by identifying, locating, exploring, and effectively using a variety of sources of information. • recognize, organize, and record information pertinent to the topic and blend ideas accurately. • give credit to sources used in research.	**To be successful with this standard, students are expected to** • use available technology to gather information and to aid in writing. • conduct short research projects that use sources to build knowledge on a topic. • formulate research questions based on a topic. • select and use appropriate references (e.g., atlases, almanacs, and encyclopedias) including online, print, and media resources. • use available technology and media to organize, evaluate, and communicate information (e.g., presentation software, digital media). • identify key terms to use in searching for information. • organize information presented on charts, maps, and graphs. • skim to find information related to a topic. • select information that is related to the topic at hand. • evaluate and combine (synthesize) related information from two or more sources. • develop notes that include important concepts, summaries, and identification of information sources. • summarize or paraphrase information in notes and finished work. • prevent plagiarism and its consequences by giving credit to authors when

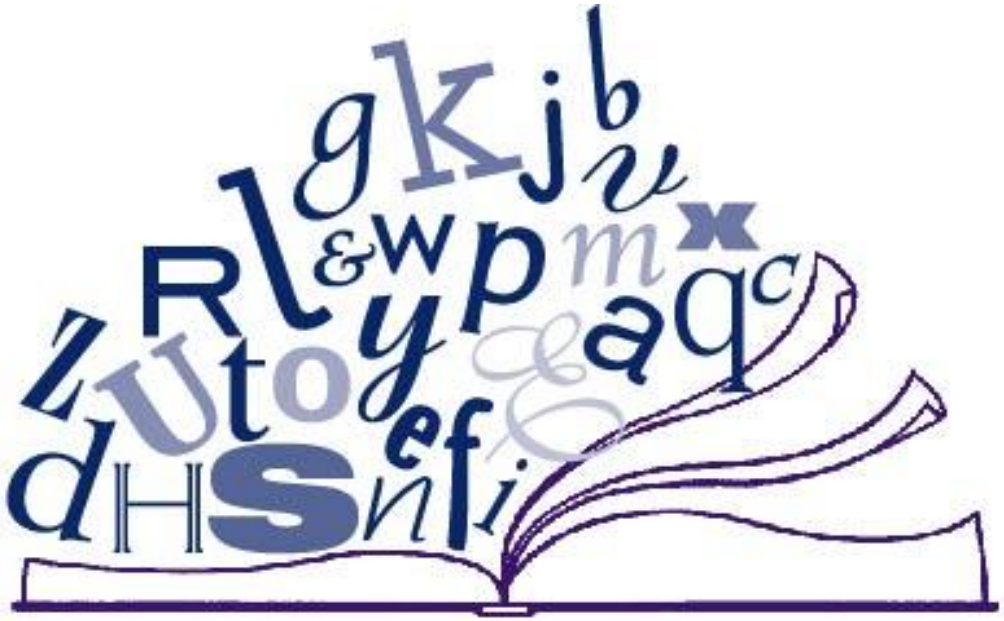
5.9 The student will find, evaluate, and select appropriate resources for a research product.

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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		ideas and/or words are used in research. • provide a list of sources including author, title, and date.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Six



Final Review
November 18, 2010

Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the sixth-grade level, students will participate in small group and classroom discussions. They will express personal opinions and come to understand not only differing points of view but also the differences between facts and opinions. Small-group analysis and self-analysis of the effectiveness of communication will be introduced. When students speak formally and informally in small groups or individual presentations, ~~grammatically correct English will be the expectation~~ they will be expected to use grammatically correct English. In addition, students will understand the basic elements of media literacy.

6.1 The student will participate in and contribute to small-group activities.

a) Communicate as leader and contributor.
b) Evaluate own contributions to discussions.
c) Summarize and evaluate group activities.
d) Analyze the effectiveness of participant interactions.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will use oral language effectively. • Students will evaluate the effectiveness of the contributions of participants in a variety of roles in a discussion group.	**All students should** • interact as both group leader and member. • use verbal and nonverbal feedback from the audience to evaluate their own contributions. • process and verbalize the content and impact of each participant's contribution to a discussion.	**To be successful with this standard, students are expected to** • ensure that all group members participate in the exchange of information. • use strategies that contribute to the discussion. • receive and understand feedback from the others. • pose and respond to questions. • relate and retell information. • restate briefly and critically the main idea(s) or theme(s) discussed within a group. • use active listening to focus on what is said and what is implied. • summarize what is heard. • retain and rethink ideas based on what is heard. • infer and assimilate new ideas. • use a checklist and/or rubric to evaluate the participation of self and others.

6.2 The student will present, listen critically, and express opinions in oral presentations.

a) Distinguish between fact and opinion.
b) Compare and contrast viewpoints.
c) Present a convincing argument.
d) Paraphrase and summarize what is heard.
e) Use language and vocabulary appropriate to audience, topic, and purpose.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will refine and apply critical listening skills while participating in oral presentations as both the speaker and members of the audience. • Students will ~~put forth~~ present convincing arguments and compare and contrast viewpoints. • Students will paraphrase and summarize what they have heard, using grammatically correct language and appropriate vocabulary.	**All students should** • recognize that facts can be verified and that opinions cannot. • recognize that each member brings to the group a unique viewpoint reflective of his or her background. • paraphrase by putting into their own words what has been said by others. • paraphrase and summarize by restating the main points more succinctly than the original presentation. • organize a presentation.	**To be successful with this standard, students are expected to** • take ~~two-column~~ notes ~~when listening~~ to record facts/opinions or ~~two~~ differing viewpoints. • organize convincing arguments to include: ◦ facts; ◦ statistics; ◦ examples; and ◦ ~~expert authority~~ ◦ logical reasoning. • ~~restate~~ paraphrase or summarize what others have said. • plan and deliver an oral presentation, using the following steps: ◦ determine topic and purpose; ◦ identify the intended audience; ◦ gather information; ◦ organize the information; ~~with outlines, file cards, or graphic organizers~~ ◦ ~~create visual aids~~ use multimedia to clarify presentation information; ◦ choose vocabulary appropriate to topic, purpose, and audience; ◦ phrase with grammatically correct language; and ◦ practice delivery. • use ~~rules and~~ strategies for summarizing, such as the following: ◦ delete ~~trivia~~ trivial and ~~redundancy~~ redundant information; ◦ substitute a general term for a list; and ◦ find or create a main idea statement.

6.3 The student will understand the elements of media literacy.

a) Compare and contrast auditory, visual, and written media messages.
b) Identify the characteristics and effectiveness of a variety of media messages.
c) Craft and publish audience-specific media messages.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will be able to identify elements of media literacy recognizing that elements of media literacy are based on audience and purpose. They will also learn all media messages are constructed and that to understand the whole meaning of the message they can *deconstruct* it, looking at the following attributes: ◦ **Authorship** (Who constructed the message?) ◦ **Format** (This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, kids' voices.) ◦ **Audience** (Who is the person or persons meant to see the message? How will different people *see* the message?) ◦ **Content** (This is not just the visible content but the *embedded* content as well which includes underlying assumptions of values or points of view; facts and opinions may be intermixed.) ◦ **Purpose** (Why is the message being sent—is it meant to persuade, inform, entertain, sell, or a combination of these?) • **Auditory media** can be heard (e.g., music, radio shows, podcasts).	**All students should** • recognize that a public service announcement (PSA) is an advertisement for the benefit of the public. The purpose of a public service announcement can be to raise awareness. (e.g., advertisements targeting tobacco cessation). • compare and contrast reading to, listening, or viewing an audio, video, or live version of the same text. • understand the effectiveness of any media message is determined by the results on the intended audience. For example, the *Don't Drink and Drive* campaign has been an effective campaign because the number of traffic accidents due to drunk driving has been reduced.	**To be successful with this standard, students are expected to** • deconstruct and compare/contrast several types of media messages ~~by addressing questions raised by media attributes.~~ • recognize production elements in media are composed based on audience and purpose. • create media messages, such as public service announcements aimed at a variety of audiences with different purposes. • integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. • identify the elements of a variety of media including layout, pictures, and text features in print media; camera shots, ~~angles~~, lighting, editing, and sound in TV, radio, and film. • access media message to compare and contrast information presented in different media and/or formats. • understand that three most common camera angles or shots are the close-up, long shot, and medium shot.

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• **Visual media** can be viewed (e.g., television, video, Web-based materials, print ads). • **Written media** includes text (e.g., newspapers, magazines, books, blogs). • There are a variety of camera angles, which can add perspective or point of view to what is being pictured. Sometimes the camera angle can greatly influence the audience. A close-up only shows part of a subject usually in great detail; a long shot often establishes the scene (car driving up to a hotel or an overview of a city); a medium shot shows the whole subject (a person, car etc.).		

At the sixth-grade level, students will expand the study of roots and affixes as well as the use of context to develop independence in vocabulary acquisition. ~~Analogies and f~~-Figurative language will be introduced. Students will read independently and in groups for appreciation and comprehension of a variety of fiction, narrative nonfiction, nonfiction, and poetry. Both classic and recent works will be included. Students will apply critical reading and reasoning skills across the content areas, including history and social science, science, and mathematics.
When selecting text, teachers will consider appropriateness of subject and theme, as well as text complexity.

6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.

a) Identify word origins and derivations.
b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
d) Identify and analyze figurative language.
e) Use word-reference materials.
f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will become independent learners of vocabulary. Teachers should choose vocabulary from context. • Students will be exposed to prefixes, suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts may be related to each other in meaning and origin. • Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction Cognates can occur within the same language or across languages— *night* (English), *nuit* (French), *Nacht* (German), *nacht* (Dutch), *nicht* (Scots), *natt* (Swedish, Norwegian), *nat* (Danish), *raat* (Urdu), *nátt* (Faroese), *nótt* (Icelandic), *noc* (Czech, Slovak, Polish). • Figurative language ~~and analogies~~ will be introduced and, students will continue the use of context to help determine the meaning of unfamiliar words ~~will be continued~~. • Students will be introduced to word relationships and nuances in word meanings. • Determine the meaning of words and phrases	**All students should** • use word structure to analyze and show relationships among words. • use common, grade-appropriate Greek or Latin affixes and roots as clues to determine meanings of common English words. • ~~identify internal and external inflections which may alter meaning and pronunciation~~. • ~~recognize the relationships commonly used to create analogies.~~ • recognize that many words have multiple meanings and that context and dictionaries are both supportive in determining which meaning is most appropriate. • recognize that figurative language enriches text.	**To be successful with this standard, students are expected to** • use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound *audience*, *auditory*, *audible*. • identify Latin and Greek roots of common English words as clues to the meaning. • separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating *poly* from *polygon* and *phone* from *telephone* to predict the meaning of *polyphony.* • recognize common antonyms and synonyms. • notice relationships among inflected words, such as *proceed* and *procession* or *internal* and *internalization.* • use context (e.g., the overall meaning of a sentence or paragraph; a word's function in a sentence) as a clue to the meaning. • recognize word relationships ~~common to analogy construction~~, such as: ° synonyms – small: little; ° antonyms – up: down; ° object/action – ear: hear; ° source/product – tree: lumber; ° part/whole – paw: dog; and ° animal/habitat – bee: hive. • use context clues to determine meanings of unfamiliar words in text, such as:

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
as they are used as figurative language. • Students will develop independence with reference books to determine meaning, pronunciation, and origin of words.		◦ examples; ◦ restatements; and ◦ contrast. • identify figurative language in text, including: ◦ **simile** – figures of speech that use the words *like* or *as* to make ◦ comparisons; ◦ **hyperbole** – intentionally exaggerated figures of speech; and ◦ **metaphor** – a comparison equating two or more unlike things ◦ without using "like" or "as." • consult ~~use~~ word reference materials (e.g., dictionaries, glossaries, thesauruses, both print and online) to find the pronunciation of a word or determine or clarify its meaning. ~~including~~ ◦ ~~dictionaries~~ ◦ ~~thesauruses~~ ◦ ~~glossaries~~ ◦ ~~online sources~~ • determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
b) Make, confirm, and revise predictions.
c) Describe how word choice and imagery contribute to the meaning of a text.
d) Describe cause and effect relationships and their impact on plot.
e) Use prior and background knowledge as context for new learning.
f) Use information in the text to draw conclusions and make inferences.
g) Explain how character and plot development are used in a selection to support a central conflict or story line.
h) Identify the main idea.
i) Identify and summarize supporting details.
j) Identify and analyze the author's use of figurative language.
k) Identify transitional words and phrases that signal an author's organizational pattern.
l) Use reading strategies to monitor comprehension throughout the reading process.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will read at and beyond the literal level in a variety of genres, including fiction, narrative nonfiction, and poetry, and understand the structures and characteristics of stories and poems. • Teachers will model higher-order thinking processes with materials at the students' instructional reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level. • Students will become independent readers of age-appropriate text and will activate background knowledge and summarize or paraphrase text to demonstrate understanding. • **Imagery** is the use of words to recreate sensory impressions. Verbal imagery is most often visual, but imagery may also be words that recreate sound, smell, taste, or touch	**All students should** • recognize an author's choice of words and images. • describe how the author uses keywords and images to craft a message and create characters. • analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). • analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or	**To be successful with this standard, students are expected to** • understand setting as time~~,~~ and place~~, and duration in a story~~. • understand plot as: ° the development of the central conflict and resolution; ° the sequence of events in the story; and ° the writer's map for what happens, how it happens, to whom it happens, and when it happens. • understand that character traits are revealed by: ° what a character says; ° what a character thinks; ° what a character does; and ° how other characters respond to the character. • determine a central idea or theme of a fictional text and how it is developed through specific details. • understand internal and external conflicts in stories, including: ° internal conflicts within characters; ° external conflicts between characters; and ° changes in characters as a result of conflicts and resolutions in the plot.

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
impressions. • Students will use a variety of reading strategies ~~including~~ such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.	categories). • identify and define the elements of narrative structure. • understand that fiction includes a variety of genres, including short story, novel, ~~folk literature,~~ and drama. • understand that narrative nonfiction includes biography, autobiography, and personal essay. • understand that poetry can be rhymed, unrhymed, and/or patterned. • differentiate between narrative and poetic forms. • understand that imagery and	• describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution. • notice an author's craft, including use of : ◦ language patterns; ◦ sentence variety; ◦ vocabulary; ◦ imagery; and ◦ figurative language. • recognize an author's use of: ◦ **simile** – figures of speech that use the words *like* or *as* to make comparisons; ◦ **hyperbole** – intentionally exaggerated figures of speech; and ◦ **metaphor** – a figure of speech that makes a comparison equating two or more unlike things. ~~without using "like" or "as."~~ • recognize poetic forms, including: ◦ **haiku** – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature; ◦ **limerick** – a 5-line, rhymed, rhythmic verse, usually humorous; ◦ **ballad** – a songlike narrative poem, usually featuring rhyme, rhythm,

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	figurative language enrich texts. • recognize an author's craft as the purposeful choice of vocabulary, sentence formation, voice, and tone. • recognize an author's theme(s). • recognize that prior or background knowledge assists in making connections to the text.	and refrain; and ◦ **free verse –** poetry with neither regular meter nor rhyme scheme. • recognize poetic elements in prose and poetry, including: ◦ **rhyme** – recurring identical or similar final word sounds within or at the ends of lines of verse, e.g., *farm/harm*; ◦ **rhythm** – the recurring pattern of strong and weak syllabic stresses; ◦ **repetition** – repeated use of sounds, words, or ideas for effect and emphasis; ◦ **alliteration** – repetition of initial sounds, e.g., *picked a peck of pickled peppers*; and ◦ **onomatopoeia** – the use of a word whose sound suggests its meaning, e.g., *buzz*. • recognize an author's tone including serious, humorous, objective, and personal. • use strategies for summarizing, such as graphic organizers. ◦ ~~story maps~~ ◦ ~~Somebody…Wanted…But…So~~ • use graphic organizers~~, such as flow charts or story maps,~~ to record plot elements that illustrate cause and effect relationships and plot development.

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• use graphic organizers~~, such as two-column notes and Venn diagrams,~~ to record changes in characters as a result of incidents in the plot. • use graphic organizers~~, such as "It says…I say,"~~ to record clues in the text and inferences or conclusions made by the reader as a result of those clues. • analyze author's use of figurative language. • identify how transitional words signal an author's organization such as words indicating time, cause and effect, or indicating more information.

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.
b) Use prior knowledge and build additional background knowledge as context for new learning.
c) Identify questions to be answered.
d) Make, confirm, or revise predictions.
e) Draw conclusions and make inferences based on explicit and implied information.
f) Differentiate between fact and opinion.
g) Identify main idea.
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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will read and comprehend at and beyond the literal level in a variety of ~~informational~~ nonfiction texts. • Teachers will model higher-order thinking processes with materials at ~~or below~~ the students' instructional reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level. • Students will become independent and knowledgeable about the use of libraries and technology for doing research. • Teachers will collaborate to help students apply reading skills in a variety of content texts. • Students will use a variety of reading strategies ~~including~~ such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.	**All students should** • activate prior knowledge before reading. • be strategic before, during, and after reading. • recognize an author's patterns of organization. • recognize an author's use and clarification of technical vocabulary. • use graphic organizers to organize and summarize text. • read beyond the printed text to understand the message stated or implied by an author. • select appropriate sources of information based on the purpose for reading.	**To be successful with this standard, students are expected to** • activate prior knowledge before reading by use of, but not limited to: ◦ small-group or whole-class discussion; ◦ anticipation guides; and ◦ preview of key vocabulary~~; and~~ ◦ ~~use of probable passage, preview guides~~. • pose questions prior to and during the reading process based on text ~~features~~ structures, such as: ◦ boldface and/or italics type; ◦ type set in color; ◦ vocabulary; ◦ graphics or photographs; and ◦ headings and subheadings. • use specific and helpful clues in the context, including: ◦ **definitions** – which define words within the text; ◦ **signal words** – which alert readers that explanations or examples follow; ◦ **direct explanations** – which explain terms as they are introduced; ◦ **synonyms** – which provide a more commonly used term;

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• use a variety of strategies, including context, structural analysis, and reference sources, for determining the meaning of unfamiliar and technical vocabulary. • read in order to gather, organize, and ~~restate~~ synthesize information for written and oral presentations. • recognize an author's purpose, including: ◦ to entertain; ◦ to inform; and ◦ to persuade.	◦ **antonyms** – which contrast words with their opposites; and ◦ **inferences** – which imply meaning and help readers deduce meaning. • give evidence from the text to support conclusions. • ~~recognize~~ identify common patterns of organizing text including: ◦ chronological or sequential; ◦ comparison/contrast; ◦ cause and effect; ◦ problem-solution; and ◦ generalization or principle. • predict and then read to validate or revise the prediction(s). • identify clue words and phrases that help unlock meaning of unfamiliar and technical terms. • comprehend~~, and remember~~ and record details and/or facts in order to arrive at a conclusion, inference, or generalization. • recognize that a fact is something that can be proven, while an opinion is a personal feeling. • determine a central idea of a text and recognize how details support that

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		idea. • use graphic organizers to show similarities and differences in the information found in several sources about the same topic. • use strategies and rules for summarizing, such as the following: ° delete trivia and redundancy; ° substitute a general term for a list; and ° find or create a main idea statement. • summarize the text without providing a personal opinion. • compare and contrast similar information across several texts.

At the sixth-grade level, students will plan, draft, revise, and edit narrative~~s~~, descriptive, ~~descriptions,~~ ~~and explanations~~ expository, and persuasive writing with attention to composition and written expression as well as sentence formation, usage, and mechanics. They will use writing as a tool for learning academic concepts as well as for expressive purposes. They will use technology as available and appropriate.

6.7 The student will write narration, description, exposition, and persuasion.

a) Identify audience and purpose.
b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
c) Organize writing structure to fit mode or topic.
d) Establish a central idea and organization.
e) Compose a topic sentence or thesis statement if appropriate.
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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will demonstrate an awareness of audience and use a process for writing as they produce narrative, descriptive, ~~and explanatory~~ expository, and persuasive pieces. • Teachers will focus direct instruction on all three domains of writing: ◦ **composing** – the structuring and elaborating a writer does to construct an effective message for readers; ◦ **written expression** – those features that show the writer purposefully shaping and controlling language to affect readers; and ◦ **usage/mechanics** – the features that cause written language to be acceptable and effective for standard discourse. • Students will apply a process for writing, including planning, drafting, revising, proofreading, editing, and publishing. • Good writing includes elaboration, i.e., use of descriptive details and examples, within	**All students should** • use prewriting strategies to select and narrow topics. • compose with attention to: ◦ central idea; ◦ unity; ◦ elaboration; and ◦ organization. • craft writing purposefully with attention to: ◦ deliberate word choice; ◦ precise information and vocabulary; ◦ sentence variety; and ◦ tone and voice. • elaborate writing to continue the flow from idea to idea without interruption. • use appropriate transitions to clarify	**To be successful with this standard, students are expected to** • develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives. • engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • write informative/explanatory texts to examine a topic and convey ideas, concepts, and information. • write using strategies such as definition, classification comparison/contrast, and cause/effect. • include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when appropriate. • develop the topic using relevant facts, definitions, details,

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j) Use computer technology to plan, draft, revise, edit, and publish writing.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
sentences to give detail and depth to an idea and across paragraphs to continue the flow of an idea throughout a piece. • **Voice** shows an author's personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. • **Tone** is used to express an author's attitude toward the topic. • ~~A~~The writing process is nonlinear: returning to prewriting strategies or drafting at any point in the process may help the writer clarify and elaborate a drafted piece. • Students should have practice writing on demand, for shorter time frames, and over extended periods of time.	the relationships among ideas and concepts. • select vocabulary and tone with awareness of audience and purpose. • revise drafts for improvement, using teacher assistance, peer collaboration, and growing independence. • recognize that a thesis statement is not an announcement of the subject, but rather a unified, and specific statement.	quotations, and/or examples. • use transitional words or phrases to connect parts of sentences in order to: ° show relationships between ideas; ° signal a shift or change in the writer's thoughts; ° signal levels of importance; ° suggest a pattern of organization; and ° make sentences clearer. • establish and maintain a formal style of writing when appropriate. • provide an appropriate conclusion for the purpose and mode of writing. • identify audience and purpose for any piece of writing. • use selected prewriting techniques, such as: ° brainstorming; ° webbing; ° mapping; ° clustering; ° listing; ° organizing graphically;

6.7 The student will write narration, description, exposition, and persuasion.

a) Identify audience and purpose.
b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
c) Organize writing structure to fit mode or topic.
d) Establish a central idea and organization.
e) Compose a topic sentence or thesis statement if appropriate.
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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		◦ questioning; and ◦ outlining. • write using descriptive details. • elaborate to: ◦ give detail; ◦ add depth; and ◦ continue the flow of an idea. • write an effective thesis statement focusing, limiting, or narrowing the topic. • differentiate between a thesis statement and a topic sentence. • write more than one paragraph on any central theme or topic demonstrating elaboration, coherence, and unity. • incorporate variety into sentences, using appropriate: ◦ **modifier** – an adjective, an adverb, or a phrase or clause acting as an adjective or adverb; ◦ **coordination** – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions; and ◦ **subordination** – establishing the relationship between an

6.7 The student will write narration, description, exposition, and persuasion.

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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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		independent and a dependent clause by using appropriate subordinate conjunctions. • understand that revising to improve a draft includes: ◦ rereading; ◦ reflecting; ◦ rethinking; and ◦ rewriting. • use available computer technology to enhance the writing process.

6.8 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 subject-verb agreement with intervening phrases and clauses.
c) Use pronoun-antecedent agreement to include indefinite pronouns.
d) Maintain consistent verb tense across paragraphs.
e) Eliminate double negatives.
f) Use quotation marks with dialogue.
g) Choose adverbs to describe verbs, adjectives, and other adverbs.
h) Use correct spelling for frequently used words.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary school level. • Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader. • Students will understand that the conventions of correct language are an integral part of the writing process and their proper use is a courtesy to the reader. • **Indefinite pronouns** refer to a person(s) or thing(s) not specifically named and include *all, any, anyone, both, each, either, everybody, many, none, nothing*. • A diagram of a sentence is a tool used to increase the understanding of the structure of a sentence.	**All students should** • proofread and edit drafts with teacher assistance, peer collaboration, and growing independence. • differentiate between subjects and objects when choosing pronouns. • understand that pronouns need to have recognizable antecedents that agree in number and gender. • use reference sources to differentiate among homophones and easily confused words,(e.g., *a lot/allot, effect/affect, bored/board*). • replace colloquial expressions with correct usage (e.g., *I could of rode my bike* becomes *I could have ridden my bike.)*.	**To be successful with this standard, students are expected to** • use complete sentences with appropriate punctuation. • avoid comma splices and fused sentences. • avoid using coordinating conjunctions at the beginning of a sentence (e.g., *and, so*). • diagram ~~simple~~ sentences with ~~prepositional~~ phrases and clauses. • use singular verbs with singular subjects and plural verbs with plural subjects (e.g., *The driver of the bus ~~full~~ aware of children* drives *very carefully. The students in the class* discuss *many topics*). • use reference sources to select the correct spelling and usage of ~~such~~ words such as *their, there*, and *they're*. • use first person pronouns appropriately in compound subjects and objects (e.g., *John and I went to the store. Mother gave presents to Jim and me.*). • recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). • choose adjectives and adverbs appropriately (e.g., *He is a good student. He does really well in all his studies*). • capitalize language classes or classes followed by a number (e.g., *French, Algebra II*).

6.8 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 subject-verb agreement with intervening phrases and clauses.
c) Use pronoun-antecedent agreement to include indefinite pronouns.
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• capitalize *mom* and *dad* only when those titles replace names or are used as proper nouns (e.g., *My mom told me to go to bed, and I replied, "No,* • *Mom, I don't want to."*). • punctuate and format dialogue. • ~~hyphenate words between syllables when they must be split at the ends of lines.~~ • ~~understand the use of~~ correctly use the apostrophe for contractions and possessives. • maintain a consistent verb tense within sentences and throughout and across paragraphs. • eliminate double negatives. • correctly use quotation marks in dialogue.

At the sixth-grade level, students will find, evaluate, and select appropriate resources for a research product. They will evaluate the validity and authenticity of texts, and they will use technology to research, organize, evaluate, and communicate information. In addition, they will learn to cite sources, define the meaning and consequences of plagiarism, and follow ethical and legal guidelines for gathering and using information.

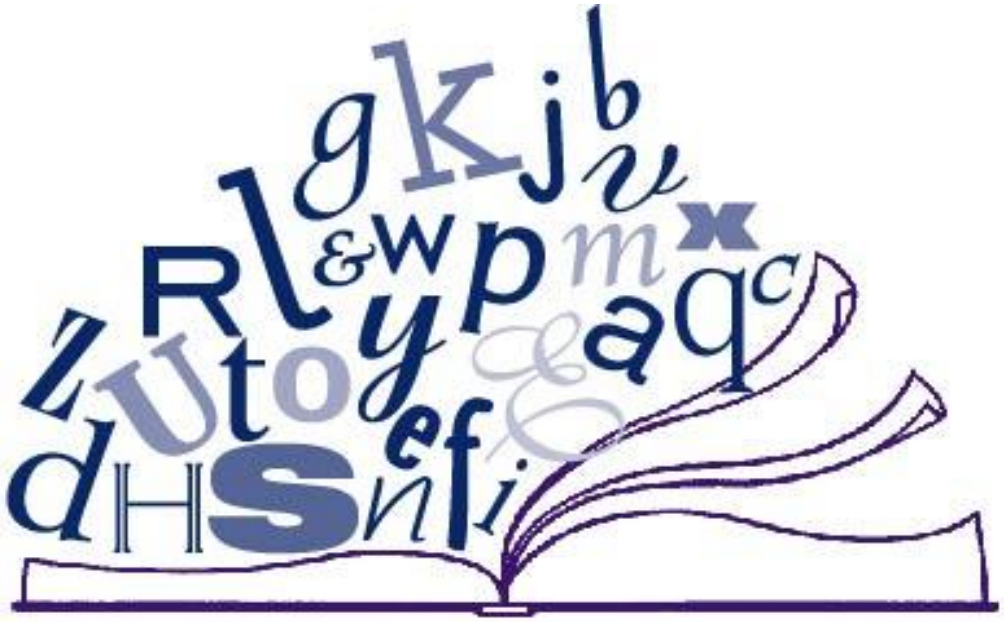
6.9 The student will find, evaluate, and select appropriate resources for a research product.

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 follow ethical and legal guidelines for gathering and using information.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students must realize in order to avoid plagiarism, credit must be given when using: another person's idea, opinion, or theory; facts, statistics, graphs, drawings, etc., quotations of another person's actual spoken or written words; or paraphrase of another person's spoken or written words. • Teachers should assist students in determining the authenticity and validity of sources. • Teachers should make students aware of possible consequences of plagiarism. • Students will have the opportunity to practice writing over shorter time frames as well as for extended ones.	**All students should** • understand that a **primary source** is an original document or a firsthand or eyewitness account of an event. • understand that a **secondary source** discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information.	**To be successful with this standard, students are expected to** • understand and use the online, print, and media references available in the classroom, school, and public libraries, including: ◦ general and specialized dictionaries; ◦ thesauruses and glossaries; ◦ ~~atlases and globes~~ ◦ general and specialized encyclopedias; ◦ directories; ◦ general and specialized (or subject-specific) databases; and ◦ Internet resources, as appropriate for school use. • evaluate the validity and authenticity of texts, using questions, such as: ◦ Does the source appear in a reputable publication? ◦ Is the source free from bias? ◦ Does the writer have something to gain from his opinion? ◦ Does the information contain facts for support? ◦ Is the same information found in more than one source? • prevent plagiarism and its consequences by giving credit to authors when idea and/or words are used in research. • differentiate between a primary and secondary source. • provide a list of sources using a standard form for documenting primary and secondary sources.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Seven



Final Review
November 18, 2010

Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the seventh-grade level, students will continue to develop oral communication skills and will become more aware of the effects of verbal and nonverbal behaviors in oral communications. ~~Knowledge of the media and its impact on public opinion will be introduced.~~ Students will also demonstrate knowledge and understanding of persuasive/informative techniques used in media messages, including viewpoints expressed in nonprint media.

7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.

a) Communicate ideas and information orally in an organized and succinct manner.
b) Ask probing questions to seek elaboration and clarification of ideas.
c) Make statements to communicate agreement or tactful disagreement with others' ideas.
d) Use language and style appropriate to audience, topic, and purpose.
e) Use a variety of strategies to listen actively.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will participate effectively in formal and informal classroom conversations and understand the requirements and uses of standard social conventions in conversations and presentations. • Students will express opinions forthrightly yet respectfully, demonstrating interest in and respect for the opinions of others. • Students will use grammatically correct language. • Teachers should model active listening strategies.	**All students should** • understand and demonstrate appropriate audience behavior. • prepare and deliver oral presentations. • participate effectively in group discussions and presentations. • show awareness of audience, topic, and purpose.	**To be successful with this standard, students are expected to** • contribute relevant ideas, opinions, and feelings in large and small diverse groups. • offer and seek summary statements of their own ideas and the ideas of others. • select vocabulary, tone, and style with audience and purpose in mind. • state points clearly and directly. • include multimedia in presentations. • maintain a focused discussion. • ask clarifying questions and respond appropriately to others' questions in order to encourage discussion, foster understanding, and bring the discussion back to the topic when needed. • provide feedback to other group members, acknowledge new insights expressed by others, and when justified, modify their own views. • use a variety of strategies to actively listen, including: ° give speaker undivided attention; ° use body language and gestures to show they are listening; ° provide feedback or paraphrase; ° allow the speaker to finish without interruptions; and ° respond appropriately.

7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.

a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.

b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.

c) Compare/contrast a speaker's verbal and nonverbal messages.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will use verbal and nonverbal communication to contribute to discussions. • Students will support other members of the group in making contributions in order to facilitate group interaction.	**All students should** • exhibit confidence when speaking. • exhibit courtesy when listening. • use appropriate facial expressions, posture, and gestures to indicate active listening.	**To be successful with this standard, students are expected to** • match vocabulary, tone, and volume to the audience, purpose, and topic of the message. • use proper posture and stance when speaking. • identify whether or not a nonverbal message complements the spoken message. • use appropriate facial expressions and gestures or motions to add to what is being said.

7.3 The student will understand the elements of media literacy.

a) Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet.
b) Distinguish between fact and opinion, and between evidence and inference.
c) Describe how word choice and visual images convey a viewpoint.
d) Compare and contrast the techniques in auditory, visual, and written media messages.
e) Craft and publish audience-specific media messages.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will identify and evaluate a variety of media elements and persuasive techniques used in the media. They will recognize that all media messages are constructed and that to understand the whole meaning of the message they can *deconstruct* it, looking at the following attributes: ◦ **Authorship** (Who constructed the message?) ◦ **Format** (This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, kids' voices.) ◦ **Audience** (Who is the person or persons meant to receive the message? How will different people receive the message?) ◦ **Content** (This is not just the visible content but the embedded content as well, which includes underlying assumptions of values or points of view; facts and opinions may be intermixed.) ◦ **Purpose** (Why is the message being sent—is it meant to persuade, inform, entertain,	**All students should** • understand that facts can be verified and opinions cannot. • distinguish fact from opinion. • identify the effect of persuasive messages on the audience. • notice use of persuasive language and connotations to convey viewpoint. • recognize that each medium creates meaning differently using visual or verbal techniques. For example, a dissolving picture indicates the passing of time, as do transitional words and phrases in verbal presentations. • analyze a media text considering what techniques have been used and their purpose.	**To be successful with this standard, students are expected to** • deconstruct and analyze the elements of a variety of media including layout, pictures, and text features in print media, and camera shots, ~~angles~~, lighting, editing and sound in TV, radio, and film. • recognize that production elements in media are composed based on audience and purpose to create specific effects. • identify persuasive techniques in the media including: ◦ **name calling** or **innuendo** – creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language; ◦ **glittering generalities** or **card stacking** – telling only part of the truth; generalizing from a shred of evidence; ◦ **bandwagon** – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd; ◦ **testimonials** – using the declaration of a famous person or authoritative expert to give heightened credibility; ◦ **appeal to prestige, snobbery**, or **plain folks** – using a spokesperson who appeals to the audience: a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience; and ◦ **appeal to emotions** – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice. • ~~recognize three most common camera angles/ shots are:~~ ◦ ~~the **close-up** shows part of a subject usually in great detail;~~ ◦ ~~the **long shot** often establishes the scene (car driving up to a hotel or~~

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
sell, or a combination of these?) • **Auditory media** can be heard (e.g., music, radio shows, podcasts). • **Visual media** can be viewed (e.g., television, video, Web-based materials, print ads). • **Written media** includes text (e.g., newspapers, magazines, books, blogs). • ~~There are a variety of camera angles, which can add perspective or point of view of what is being pictured. Sometimes the camera angle can greatly influence the audience.~~ • Students should recognize that media messages vary depending on the medium. A strictly auditory message is more dependent on sound than a visual message. Each message uses a variety of techniques.		~~an overview of a city) ;and~~ ○ ~~the **medium shot** shows the whole subject (a person, car etc.).~~ • recognize and identify opinions in the media. • recognize and identify facts in the media. • recognize that evidence is fact and a valid inference is the interpretation of fact. • recognize that the effectiveness of any media message is determined by the impact on the intended audience. For example, the *Don't Drink and Drive* campaign has been an effective campaign because the number of traffic accidents due to drunk driving has been reduced. • describe the effect on the audience of persuasive messages in the media. • identify effective word choice in the media. • identify and analyze a variety of viewpoints expressed in the media. • create and publish age-appropriate media messages, such as public service announcements aimed at a variety of audiences with different purposes; include multimedia components in presentations to emphasize points.

At the seventh-grade level, students will continue the study of roots and affixes for vocabulary development and ~~begin~~ continue to ~~a~~ study ~~of~~ figurative language. Connotations ~~and analogies~~ will be introduced. They will read and understand information from various sources including a variety of fiction, nonfiction, and poetry. They will continue to read for appreciation and comprehension in both classic and recent works. Students will apply critical reading and reasoning skills across the content areas, including history and social science, science, and mathematics. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.

7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.

a) Identify word origins and derivations.
b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
c) Identify and analyze figurative language.
d) Identify connotations.
e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

• The intent of this standard is that students will become independent learners of vocabulary by choosing from a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words.
 	
• Students come to understand affixes, including prefixes and suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts may be related to each other in meaning and origin.
 	
• Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., *night* (English), *nuit* (French), *Nacht* (German), *nacht* (Dutch), *nicht* (Scots), *natt* (Swedish, Norwegian), *nat* (Danish), *raat* (Urdu), *nátt* (Faroese), *nótt* (Icelandic), *noc* (Czech, Slovak, Polish).
 	
• Students will continue ~~begin~~ the study of figurative language ~~and analogies,~~ and ~~continue to~~ use ~~the~~ context to help determine the meaning of words.
 	
• Students will begin to notice connotations of
	All students should
	
	• use word structure to analyze and find relationships among words.
	
	• ~~recognize internal and external inflections that change meaning and pronunciation.~~
	
	• ~~recognize relationships used to create analogies.~~
	
	• recognize that figurative language and analogy enrich text.
		To be successful with this standard, students are expected to
		
		• use common Greek or Latin affixes and roots to predict the meaning of unfamiliar words and make connections with word families (e.g. –phobia, and –ology).
		
		• separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating *dent* from *dentist* and *fric* from *friction* to predict the meaning of *dentifrice.*
		
		• use synonyms and antonyms to determine the meaning of unfamiliar words.
		
		• use the relationship between particular words (e.g., synonym/antonym, cause/effect, degree, etc.) to better understand words.
		
		• recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning.
		
		• ~~recognize and apply relationships common to analogy construction~~
		  ° ~~purpose – chair: sit~~
		  ° ~~cause/effect – sun: burn~~
		  ° ~~sequence – day: week~~
		  ° ~~characteristic – snow: cold~~
		  ° ~~product – tree: lumber~~
		  ° ~~degree – warm: hot~~
		
		• recognize, understand, and use figurative language ~~figures of speech~~, including:

7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.

a) Identify word origins and derivations.
b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
c) Identify and analyze figurative language.
d) Identify connotations.
e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
words and use reference books and context to determine the nuances of connotative language.		◦ **simile** – figure of speech that uses the words *like* or *as* to make comparisons; ◦ **metaphor** – figure of speech that makes a comparison equating two or more unlike things. ~~without using *like* or *as*;~~ ◦ **personification** – figure of speech that applies human characteristics to nonhuman objects; and ◦ **hyperbole** – intentionally exaggerated figure of speech. • distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*), recognizing that some words have technical meanings based on context such as *stern*. • recognize that synonyms may have connotations (e.g., *elderly* and *mature*; *youthful* and *juvenile*). • use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • consult ~~general and specialized~~ word reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine/clarify meanings.

7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
b) Compare and contrast various forms and genres of fictional text.
c) Identify conventional elements and characteristics of a variety of genres.
d) Describe the impact of word choice, imagery, and literary devices including figurative language.
e) Make, confirm, and revise predictions.
f) Use prior and background knowledge as a context for new learning.
g) Make inferences and draw conclusions based on the text.
h) Identify the main idea.
i) Summarize text relating supporting details.
j) Identify the author's organizational pattern.
k) Identify cause and effect relationships.
l) Use reading strategies to monitor comprehension throughout the reading process.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will begin to analyze text including fiction, narrative nonfiction, and poetry. • Students will understand the interrelationship of setting, plot, theme, style, and form and recognize how an author's craft makes an impact on readers. • Students will compare and contrast narrative and poetic forms and recognize poetic devices in prose and poetry. • Students will read at and beyond the literal level, including **making inferences** – making judgments or drawing conclusions based on what an author has implied. • The **initiating event** is the incident that introduces the central conflict in a story; it may have occurred before the opening of the story.	**All students should** • recognize that authors make deliberate choices to create ~~stories~~ literary works. • understand that language has an impact on readers. • make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. • use strategies and graphic organizers to summarize and analyze text. • analyze how a text makes	**To be successful with this standard, students are expected to** • ~~understand~~ recognize the elements of ~~story,~~ narrative structure including: ° setting – time, place, and duration; ° character(s); ° external conflicts, such as - individual vs. individual - individual vs. nature - individual vs. society - individual vs. supernatural - individual vs. technology ° internal conflict – individual vs. self; ° plot – development of the central conflict, including - initiating event - rising action - climax - falling action - resolution ° theme.

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• **Voice** shows an author's personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. • **Mood** refers to the emotional atmosphere produced by an author's use of language. • **Tone** refers to an attitude a writer takes toward a subject. • Students will understand how authors use keywords and images to craft a message and establish tone. • Teachers will model higher-order thinking processes with materials at the students' instructional reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level. • Students will use a variety of reading strategies ~~including~~ such as text annotation, QAR	connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories).	• ~~identify~~ distinguish between narrative prose and poetic forms, including: ◦ **haiku** – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature; ◦ **limerick** – a 5-line, rhymed, rhythmic verse, usually humorous; ◦ **ballad** – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain; ◦ **free verse –** poetry with neither regular meter nor rhyme scheme ◦ **couplet** – a pair of rhyming lines; and ◦ **quatrain** – a stanza containing four lines. • read, understand, ~~and differentiate,~~ and compare/contrast the characteristics and narrative structures of: ◦ short stories; ◦ novels (including historical fiction, ~~biographies, and autobiographies~~); ◦ folk literature; - tales - myths - legends - fables

7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
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l) Use reading strategies to monitor comprehension throughout the reading process.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
(Question-Answer Relationship), thinking aloud, etc.		◦ plays; ◦ narrative nonfiction (including personal essays, biographies, and autobiographies); and ◦ biographies and autobiographies. • use graphic organizers~~, such as "It says…I say,"~~ to record ~~clues in the text and inferences or~~ important details for summarizing and drawing conclusions. • ~~understand~~ identify **characterization** as the way an author presents a character and reveals character traits by: ◦ what a character says; ◦ what a character thinks; ◦ what a character does; and ◦ how other characters respond to the character. • determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. • ~~understand~~ analyze an author's choice and use of literary devices, including: ◦ **foreshadowing** – the use of clues to hint at coming events in a story;

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a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
b) Compare and contrast various forms and genres of fictional text.
c) Identify conventional elements and characteristics of a variety of genres.
d) Describe the impact of word choice, imagery, and literary devices including figurative language.
e) Make, confirm, and revise predictions.
f) Use prior and background knowledge as a context for new learning.
g) Make inferences and draw conclusions based on the text.
h) Identify the main idea.
i) Summarize text relating supporting details.
j) Identify the author's organizational pattern.
k) Identify cause and effect relationships.
l) Use reading strategies to monitor comprehension throughout the reading process.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		and ◦ **irony –** the contrast between expectation and reality; between what is said and what is meant; between what appears to be true and what really is true. • ~~understand and~~ analyze elements of an author's style, including: ◦ word choice; ◦ sentence structure and language patterns; ◦ imagery – the use of words to create sensory impressions — most often visual impressions but may be sound, smell, taste, or touch impressions; ◦ contrasting points of view; and ◦ figurative language – text enriched by word images and figures of speech. • define an author's tone including, but not limited to: serious, sarcastic, objective, humorous, disapproving, solemn, enthusiastic, and hostile. • ~~use strategies for summarizing, such as~~ ◦ ~~story maps~~ ◦ ~~Somebody…Wanted…But…So~~ • recognize and analyze the impact of an author's choice of poetic devices,

7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
b) Compare and contrast various forms and genres of fictional text.
c) Identify conventional elements and characteristics of a variety of genres.
d) Describe the impact of word choice, imagery, and literary devices including figurative language.
e) Make, confirm, and revise predictions.
f) Use prior and background knowledge as a context for new learning.
g) Make inferences and draw conclusions based on the text.
h) Identify the main idea.
i) Summarize text relating supporting details.
j) Identify the author's organizational pattern.
k) Identify cause and effect relationships.
l) Use reading strategies to monitor comprehension throughout the reading process.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		including: ◦ **rhyme** – recurring identical or similar final word sounds within or at the ends of lines of verse; ◦ **rhythm** – the recurring pattern of strong and weak syllabic stresses; ◦ **meter** – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm; ◦ **repetition** – repeated use of sounds, words, or ideas for effect and emphasis; ◦ **alliteration** – repetition of initial sounds, e.g., *picked a peck of pickled peppers*; and ◦ ~~**assonance** – repetition of vowel sounds, e.g., *mad hatter*~~ ◦ ~~**consonance** – repetition of final consonant sounds, e.g., *east/west*~~ ◦ **onomatopoeia** – the use of a word whose sound suggests its meaning, e.g., *clatter*. • explain how poetic devices of form, rhyme, rhythm, repetition, line structure, and punctuation convey the mood and meaning of a poem. • make predictions before, during, and after reading texts.

7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
b) Compare and contrast various forms and genres of fictional text.
c) Identify conventional elements and characteristics of a variety of genres.
d) Describe the impact of word choice, imagery, and literary devices including figurative language.
e) Make, confirm, and revise predictions.
f) Use prior and background knowledge as a context for new learning.
g) Make inferences and draw conclusions based on the text.
h) Identify the main idea.
i) Summarize text relating supporting details.
j) Identify the author's organizational pattern.
k) Identify cause and effect relationships.
l) Use reading strategies to monitor comprehension throughout the reading process.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• connect to prior knowledge of a subject. • visualize, and question a text while reading. • draw inferences. • synthesize information.

7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

a) Use prior and background knowledge as a context for new learning.
b) Use text structures to aid comprehension.
c) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
d) Draw conclusions and make inferences on explicit and implied information.
e) Differentiate between fact and opinion.
f) Identify the source, viewpoint, and purpose of texts.
g) Describe how word choice and language structure convey an author's viewpoint.
h) Identify the main idea.
i) Summarize text identifying supporting details.
j) Identify cause and effect relationships.
k) Organize and synthesize information for use in written formats.
l) Use reading strategies to monitor comprehension throughout the reading process.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will read and comprehend at and beyond the literal level in a variety of ~~informational sources~~ nonfiction texts. • Students will use and understand the internal and external text structures common to textbooks and other ~~informational~~ nonfiction text. • An author's **viewpoint** refers to his or her bias or subjectivity toward the subject. In general, a viewpoint can be positive or negative. • Teachers will model the higher-order thinking processes with materials ~~below~~ at the ~~independent reading level of~~ students' instructional reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level.	**All students should** • ~~activate prior knowledge before reading~~ • ~~make predictions prior to and during the reading process~~ • use the reading process to activate prior knowledge, predict, question, clarify, infer, organize, compare, summarize, and synthesize. • choose graphic organizers based on the internal text structure most prevalent in the text in order to track key points and summarize the text.	**To be successful with this standard, students are expected to** • activate prior knowledge before reading by use of, but not limited to: ◦ small-group or whole-class discussion; ◦ anticipation guides; and ◦ preview of key vocabulary. • use ~~external~~ textual ~~aids~~ features to make predictions and enhance comprehension, including: ◦ boldface and/or italics type; ◦ type set in color; ◦ underlining; ◦ indentation; ◦ sidebars; ◦ illustrations, graphics, and photographs; ◦ headings and subheadings; and ◦ footnotes and annotations. • recognize ~~internal text structures~~ organizational pattern to enhance

7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

a) Use prior and background knowledge as a context for new learning.
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will work collaboratively and with teacher support to move toward higher-order thinking with instructional level materials. • **Synthesis** involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts. • Students will use a variety of reading strategies ~~including~~ such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.	• recognize an author's purpose: ◦ to entertain; ◦ to inform; and ◦ to persuade. • notice use of connotations and persuasive language to convey viewpoint. • make inferences, which imply meaning, and draw conclusions based on both explicit and implied information. • ~~use graphic organizers and other strategies to organize and summarize text~~ • distinguish between a fact, which can be verified, and an opinion, which cannot.	comprehension, including: ◦ cause and effect; ◦ comparison/contrast; ◦ enumeration or listing; ◦ sequential or chronological; ◦ concept/definition; ◦ generalization; and ◦ process. • recognize ~~the~~ transitional words and phrases authors use to signal organizational patterns, including, but not limited to: ◦ *as a result of, consequently* for cause and effect; ◦ *similarly, on the other hand* for comparison/contrast; ◦ *first, three* for enumeration or listing; ◦ *today, meanwhile* for sequential or chronological; ◦ *refers to, thus* for concept/definition; ◦ *always, in fact* for generalization; and ◦ *begins with, in order to* for process. • determine two or more central ideas in a text and analyze their development over the course of the text.

7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

a) Use prior and background knowledge as a context for new learning.
b) Use text structures to aid comprehension.
c) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• provide an objective summary of the text by recording the development of the central ideas. • analyze how two or more authors writing about the same topic shape their presentations or viewpoints of key information using facts, opinions, and reasoning.

At the seventh-grade level, students will plan, draft, revise, and edit ~~narratives~~ expository as well as ~~persuasive~~ narrative and ~~expository~~ persuasive pieces with attention to composition and written expression. Students will ~~begin the process of becoming independent~~ achieve greater independence with sentence formation, usage, and mechanics and understand that the conventions of language help convey the message from the writer to the reader. Students will use writing for expressive purposes and as a tool for learning academic concepts. They will use available and appropriate technology ~~as available and appropriate~~.

7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.

a) Identify intended audience.
b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
c) Organize writing structure to fit mode or topic.
d) Establish a central idea and organization.
e) Compose a topic sentence or thesis statement.
f) Write multiparagraph compositions with unity elaborating the central idea.
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) 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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will become independent and proficient in composing a variety of types of writing. • Teachers will focus direct instruction on all three domains of writing: ◦ **composing** – the structuring and elaborating a writer does to construct an effective message for readers; ◦ **written expression** – those features that show the writer purposefully shaping and controlling language to affect readers; and ◦ **usage/mechanics** – the features that cause written language to be acceptable and effective for standard discourse. • Students will gradually assume responsibility for revising, proofreading, and editing their own writing.	**All students should** • use a process for writing, including: ◦ planning; ◦ drafting; ◦ revising; ◦ proofreading; ◦ editing; and ◦ publishing. • understand that good writing ~~has been elaborated horizontally and vertically~~ includes elaboration. • recognize that a thesis statement is not an announcement of the subject, but rather a unified, and specific statement. • understand that good writing has	**To be successful with this standard, students are expected to** • identify intended audience and purpose. • use a variety of prewriting strategies including: ◦ brainstorming; ◦ webbing; ◦ mapping; ◦ outlining; ◦ clustering; ◦ listing; and ◦ using graphic organizers. • explain, analyze, or summarize a topic. • write an effective thesis statement focusing, limiting, or narrowing the topic. • differentiate between a thesis statement and a topic sentence. • choose an appropriate strategy for organizing ideas such as

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• **Elaboration** can occur by using descriptive details and examples ~~*horizontally*~~ within a sentence to give detail and depth to an idea, or ~~*vertically*~~ from paragraph to paragraph. • **Voice** shows an author's personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. Voice is the imprint of the writer — the capacity to elicit a response from the reader. • **Tone** expresses an author's attitude toward the subject. • A writing process is nonlinear: returning to prewriting or drafting at any point in the process may help the writer clarify and elaborate the drafted piece. • Students should have practice writing on demand, for shorter time frames, and over	been improved through revision. • ~~use peer and individual revising and editing~~. • understand and apply the elements of composing: ◦ central idea; ◦ elaboration; ◦ unity; and ◦ organization. • ~~apply word processing skills to the writing process.~~	comparison/contrast, personal narrative, cause/effect, etc., and provide transitions between ideas. • develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives. • engage and orient the reader by establishing a context and introducing a narrator and/or characters. • organize an event sequence that unfolds naturally and logically. • use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters. • create multiparagraph compositions focusing on a central idea and using elaborating details, reasons, or examples as appropriate for audience and purpose. • include an appropriate introduction and satisfying conclusion. • sustain a formal style. • use written expression to draft and revise compositions with attention to:

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
extended periods of time.		◦ voice; ◦ tone; ◦ selection of information; ◦ embedded phrases and clauses that clarify meaning; ◦ vivid and precise vocabulary; ◦ figurative language; and ◦ sentence variety. • recognize terms illustrative of tone, such as, but not limited to: ◦ serious; ◦ sarcastic; ◦ objective; ◦ enthusiastic; ◦ solemn; ◦ humorous; ◦ hostile; ◦ personal; and ◦ impersonal. • apply revising procedures in peer and self-review, including: ◦ rereading;

7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.

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b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		° reflecting; ° rethinking; and ° rewriting. • vary sentence structure by using coordinating conjunctions: *for, and, nor, but, or, yet,* and *so.* • use subordinating conjunctions to form complex sentences: *after, although, as, as if, because, before, even if, even though, if, if only, rather than, since, that, though, unless, until, when, where, whereas, wherever, whether, which,* and *while*. • incorporate variety into sentences using simple, compound, and compound-complex sentences, including, but not limited to: ° **coordination** – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions; ° **subordination** – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions; and ° **modifier** – an adjective, an adverb, or a phrase or clause acting as an adjective or adverb. • use available computer technology to assist throughout the writing

7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.

- **a) Identify intended audience.**
- **b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.**
- **c) Organize writing structure to fit mode or topic.**
- **d) Establish a central idea and organization.**
- **e) Compose a topic sentence or thesis statement.**
- **f) Write multiparagraph compositions with unity elaborating the central idea.**
- **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) 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.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		process.

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.
c) Use pronoun-antecedent agreement to include indefinite pronouns.
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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

• The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary school level with increasing independence.
• Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader.
• Students will understand that the conventions of correct language are an integral part of the writing process.
• A diagram of a sentence is a tool to increase understanding of its structure.
	All students should
	• proofread and edit drafts with teacher assistance, peer collaboration, and growing independence.
	• understand that pronouns need to agree with antecedents.
	• understand that verbs must agree with subjects.
	• become independent in checking spelling, using dictionaries and/or electronic tools.
	• examine sentences to identify eight parts of speech with the intent of improving sentence structure and variety, including:
	  ◦ noun;
	  ◦ verb;
		To be successful with this standard, students are expected to
		• use complete sentences with appropriate punctuation, including the punctuation of dialogue.
		• use a singular verb with a singular subject and a plural verb with a plural subject (e.g., *The students in the classroom* discuss *many topics. The driver of the bus full of children* drives *with extreme caution.*).
		• use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent (e.g., *All students should bring* their *notebooks to class. Each student must provide* his *own pen.*)
		• diagram ~~compound sentences and simple~~ sentences with ~~compound elements~~ phrases and clauses.
		• use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
		• maintain verb tense (present, past, future) throughout an entire piece of writing.
		• maintain consistent point of view through a piece of writing.
		• use quotation marks to represent the exact language (either spoken or written) of another.

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.
c) Use pronoun-antecedent agreement to include indefinite pronouns.
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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	◦ pronoun; ◦ adjective; ◦ adverb; ◦ preposition; ◦ conjunction; and ◦ interjection.	

At the seventh-grade level, students will apply knowledge of appropriate reference material to produce a research product including the collection and organization of information from multiple online, print, and media sources. They will extend skills in the evaluation of sources and the use of technology to research, organize, evaluate, and communicate information. In addition, they will continue to cite sources skillfully and thereby avoid plagiarism.

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 follow ethical and legal guidelines for gathering and using information.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will use both print and electronic sources to find, read, and organize information for presentations and papers. • Students will synthesize information from a variety of sources and will document sources, using a standard format. • Students will realize in order to avoid plagiarism, credit must be given when using: another person's idea, opinion, or theory; facts, statistics, graphs, drawings, etc. , quotations of another person's actual spoken or written words; or paraphrase of another person's spoken or written words. • Teachers should assist students in determining the authenticity and validity of sources. • Teachers should make students aware of possible consequences of plagiarism. • Teachers will collaborate with library media specialists to assist students as the students learn to become independent with research. • Students will have the opportunity to practice writing over shorter time frames as well as for	**All students should** • ~~use research tools available in school media centers and public libraries.~~ • ~~choose and use appropriate graphic organizers~~ • understand that research tools are available in school media centers and libraries. • understand that **a primary source** is an original document or a firsthand or eyewitness account of an event. • understand that a **secondary source** discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information.	**To be successful with this standard, students are expected to** • ~~understand~~ use ~~the characteristics of~~ available resource tools, including: ◦ educational online resources; ◦ reference books; ◦ scholarly journals; ◦ magazines; ◦ the Internet, as appropriate for school use; and ◦ general and specialized (or subject-specific) databases. • organize and synthesize information with tools, including: ◦ ~~file cards~~ ◦ graphic organizers; ◦ ~~flow charts;~~ ◦ ~~Venn diagrams;~~ ◦ outlines; ◦ spreadsheets; ◦ databases; and ◦ presentation software. • create a "Works Cited" page using MLA format for oral and written presentations. • differentiate between a primary and a secondary source. • gather relevant information from multiple print and digital sources; assess the credibility and validity of each source;

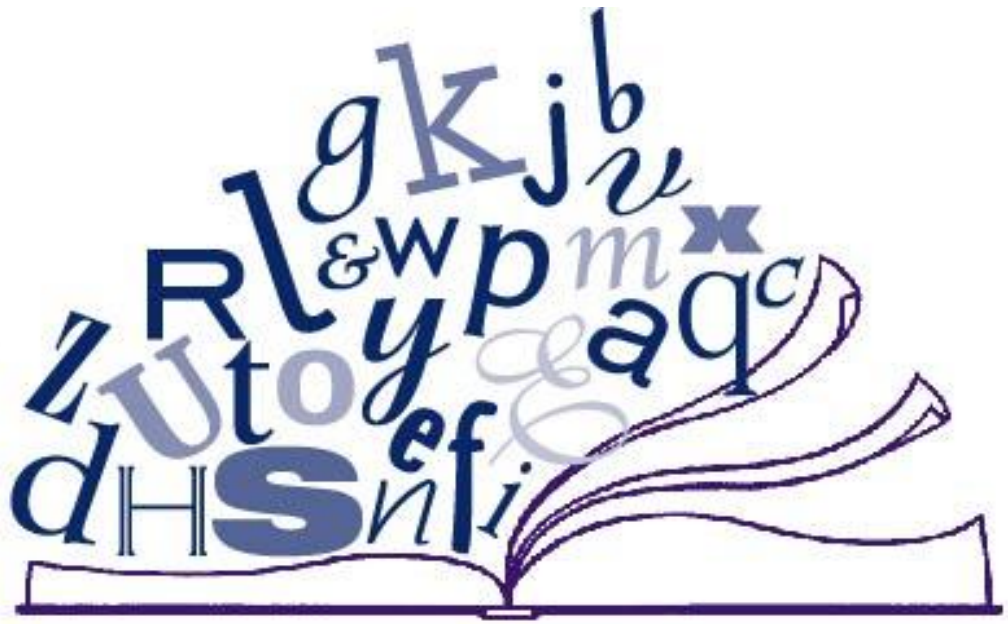
7.9 The student will apply knowledge of appropriate reference materials to produce a research product.

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 follow ethical and legal guidelines for gathering and using information.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
extended ones.		• prevent plagiarism and its consequences by giving credit to authors when ideas and/or words are used in direct quotation or paraphrases. • evaluate the validity and authenticity of texts, using questions, such as: ° Does the source appear in a reputable publication? ° Is the source free from bias? ° Does the writer have something to gain from his opinion? ° Does the information contain facts for support? ° Is the same information found in more than one source? • summarize and cite specific evidence from the text to support conclusions.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Eight



Final Review
November 18, 2010

Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the eighth-grade level, students will learn to apply interviewing techniques. Preparation for and evaluation of the process of interviewing will be a part of student ~~the~~ learning. Interviewing skills will be added to the students' repertoire of oral language skills. In addition, students will analyze, develop, and produce creative and informational media messages.

8.1 The student will use interviewing techniques to gain information.

a) Prepare and ask relevant questions for the interview.
b) Make notes of responses.
c) Compile, accurately report, and publish responses.
d) Evaluate the effectiveness of the interview.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will use an interviewing process as a strategy for learning. • **Synthesis** involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts.	**All students should** • synthesize information gathered in an interview. • organize information for written and oral presentations. • present findings in written and oral form.	**To be successful with this standard, students are expected to** • determine the purpose of the interview. • select a subject for the interview. • create and record questions that will elicit relevant responses. • apply effective note-taking strategies.~~, including the use of~~ ◦ ~~abbreviations~~ ◦ ~~graphic organizers~~ ◦ ~~key words~~ ◦ ~~file cards~~ ◦ ~~recording devices~~ • evaluate the effectiveness of their own and/or peer interviews, using rubrics or checklists.

8.2 The student will develop and deliver oral presentations in groups and individually.

a) Choose topic and purpose appropriate to the audience.
b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
c) Use appropriate verbal and nonverbal presentation skills.
d) Respond to audience questions and comments.
e) Differentiate between standard English and informal language.
f) Critique oral presentations.
g) Assume shared responsibility for collaborative work.
h) Use a variety of strategies to listen actively.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

• The intent of this standard is that students will prepare and deliver oral presentations ~~on a regular basis~~ effectively.
• Students will deliver both group presentations and individual presentations to classmates and other audiences.
	All students should
	• rehearse presentations.
	• interact with poise with an audience.
	• evaluate presentations.
	• use grammatically correct language.
		To be successful with this standard, students are expected to
		• ~~understand~~ articulate the purpose of the presentation.
		• select and narrow the topic with attention to time limits and audience.
		• prepare the presentation, using strategies including, but not limited to:
		  ° note cards;
		  ° outlines;
		  ° formal written report; and
		  ° questions and answers.
		• select and use appropriate vocabulary for audience and purpose.
		• define technical terms.
		• include multimedia to clarify presentation information.
		• rehearse both alone and with a coach.
		• use a rubric or checklist to evaluate presentations.
		• answer questions and respond to comments politely and succinctly with relevant evidence, observations, and ideas.
		• work effectively with diverse groups.
		• exercise flexibility and work as a constructive team member to accomplish a common goal or reach consensus.

8.3 The student will analyze, develop, and produce creative or informational media messages.

a) Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.

b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.

c) Use media and visual literacy skills to create products that express new understandings.

d) Evaluate sources for relationships between intent and factual content.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will identify and analyze persuasive techniques used in the media. Students will also be able to identify elements of media literacy recognizing that elements of media literacy are based on audience and purpose. • Students will recognize that all media messages are constructed and that to understand the whole meaning of the message they can *deconstruct* it, looking at the following attributes: ◦ **Authorship** (Who constructed the message?) ◦ **Format** (This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, kids' voices.) ◦ **Audience** (Who is the person or persons meant to receive the message? How will different people receive the message?) ◦ **Content** (This is not just the visible content but the embedded content as well which includes underlying assumptions of values or points of view; facts and opinions may be intermixed.)	**All students should** • ~~identify~~ understand the effects of persuasive messages on the audience. • understand that facts can be verified and opinions cannot. • distinguish fact from opinion. • identify the effect of persuasive messages on the audience. • examine use of persuasive language and connotations to convey viewpoint. • recognize that each medium creates meaning differently using visual or verbal techniques. For example, a dissolving picture indicates the passing of time, as do transitional words and phrases in verbal presentations. • analyze a media text by considering what techniques have been used and their purpose.	**To be successful with this standard, students are expected to** • deconstruct and analyze the elements of a variety of media including layout, pictures, and text features in print media, and camera shots, ~~angles,~~ lighting, editing and sound in TV, radio, and film. • identify and analyze persuasive techniques used in the media, including: ◦ **name calling** or **innuendo –** creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language; ◦ **glittering generalities** or **card stacking** – telling only part of the truth; generalizing from a shred of evidence; ◦ **bandwagon** – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd; ◦ **testimonials** – using the declaration of a famous person or authoritative expert to give heightened credibility; ◦ **appeal to prestige, snobbery,** or **plain folks** – using a spokesperson who appeals to the audience: a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience; and ◦ **appeal to emotions** – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice. • describe the effect of persuasive messages in the media on the audience. • identify and evaluate effective word choice in the media. • identify and analyze choice of information in the media. • identify and analyze various viewpoints in the media.

8.3 The student will analyze, develop, and produce creative or informational media messages.

a) Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.

b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.

c) Use media and visual literacy skills to create products that express new understandings.

d) Evaluate sources for relationships between intent and factual content.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
◦ **Purpose** (Why is the message being sent—is it meant to persuade, inform, entertain, sell, or a combination of these?) • **Auditory media** can be heard (e.g., music, radio shows, podcasts). • **Visual media** can be viewed (e.g., television, video, Web-based materials, print ads). • **Written media** includes text (e.g., newspapers, magazines, books, blogs). • An author's **viewpoint** refers to his or her bias or subjectivity toward the subject. In general, a viewpoint can be positive or negative.	• recognize that a public service announcement (PSA) is an advertisement for the benefit of the public. The purpose of a public service announcement can be to raise awareness (e.g., advertisements targeting tobacco cessation).	• identify public opinion trends and possible causes. • identify the sources and viewpoint of publications. • identify the elements of a variety of media including layout, pictures, and text features in print media. Camera shots, ~~angles,~~ lighting, editing and sound in TV, radio, and film. ~~The three most common camera angles/ shots are:~~ ◦ ~~the **close-up** shows part of a subject usually in great detail;~~ ◦ ~~the **long shot** often establishes the scene (car driving up to a hotel or an overview of a city) ;and~~ ◦ ~~the **medium shot** shows the whole subject (a person, car, etc.).~~ • recognize that production elements in media are composed based on audience and purpose to create specific effects. • analyze the use of opinions in the media. • analyze the use of facts in the media. • describe the effect on the audience of persuasive messages in the media. • identify effective word choice and images in the media. • create and publish media messages, such as public service announcements aimed at a variety of audiences with different purposes. • evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to express new understandings. • identify and analyze the motives (social, commercial, political, etc.) and factual content of media messages including print and nonprint resources.

At the eighth-grade level, students will apply knowledge of word origins, analogies, and figurative language to understand unfamiliar or new words encountered in authentic texts. They will continue to develop appreciation of literature through the study of literary elements in classic and contemporary selections. They will describe themes and inferred main ideas, interpret cause-effect relationships, and draw conclusions from a variety of literary and informational selections. Students will build on the foundations for literacy developed in the previous grades. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity. Students will apply critical reading and reasoning skills across the content areas, including history and social science, science, and mathematics.

8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.

a) Identify and analyze an author's use of figurative language.
b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.
d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
e) Discriminate between connotative and denotative meanings and interpret the connotation.
f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will become independent learners of vocabulary by choosing from a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words. • Students will be exposed to affixes, including prefixes and suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts may be related to each other in meaning and origin. • Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., *night* (English), *nuit* (French), *Nacht* (German), *nacht* (Dutch), *nicht* (Scots), *natt* (Swedish, Norwegian), *nat* (Danish), *raat* (Urdu), *nátt* (Faroese), *nótt* (Icelandic), *noc* (Czech, Slovak, Polish). • Students will evaluate the use of figurative language and analogies in text. • Students will use context and connotations to help determine the meaning of ~~nearly~~	**All students should** • use word structure to analyze and relate words. • ~~recognize internal and external inflections that change meaning and pronunciation.~~ • recognize that words have nuances of meaning ~~and that understanding the connotations may be necessary to~~ (figurative, connotative, and technical), which help determine the appropriate meaning. • determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; • analyze the impact of specific word choices on meaning and tone, including analogies to	**To be successful with this standard, students are expected to** • use common roots to determine the meaning of unfamiliar words and make connections with word families (e.g.,-phobia~~,~~ and -ology). • recognize the relationships among words related by structure and derivation, such as *polygraph* and *graffiti* ~~or *carnival* and *valedictorian*~~. • distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*), recognizing that some words have technical meanings based on context such as *stern.* • understand, evaluate, and use figurative language, including: ◦ **simile** – figure of speech that uses the words *like* or *as* to make comparisons; ◦ **metaphor** – figure of speech that *implies* comparisons; ◦ **personification** – figure of speech that applies human characteristics to nonhuman objects; ◦ **hyperbole** – intentionally exaggerated figure of speech; and ◦ **symbol** – word or object that represents something else ~~stands for another word or object~~. ~~The object or word is visible.~~ For example, a dove stands for peace.

8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
synonymous words and appreciate an author's choices of words and images.	other texts. • recognize that figurative language and analogies enrich text.	**To be successful with this standard, students are expected to** • ~~apply and~~ analyze relationships common to analogy construction, including: ◦ type or example – cinnamon: spice; ◦ characteristics – glass: breakable; ◦ association – bow: arrow; ◦ operator – car: driver; ◦ degree – pleased: ecstatic; ◦ mathematical – three: six; ◦ number – louse: lice; ◦ synonyms and antonyms – hot:-cold; ◦ purpose – chair: sit; ◦ cause/effect – sun: burn; ◦ sequence – day: week; ◦ characteristic – snow: cold; ◦ product – tree: lumber; and ◦ degree – warm: hot. • consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine/clarify meaning. • recognize that synonyms may have connotations, e.g., *elderly* and *mature*; *youthful* and *juvenile* and describe the impact on text. • use context (e.g., the overall meaning of a sentence or paragraph; a word's

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		position or function in a sentence) as a clue to the meaning of a word or phrase. • use both context and reference skills independently to determine the nuances and connotations of words.

8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.

a) Explain the use of symbols and figurative language.
b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
d) Understand the author's use of conventional elements and characteristics within a variety of genres.
e) Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
f) Compare and contrast authors' styles.
g) Identify and ask questions that clarify various viewpoints.
h) Identify the main idea.
i) Summarize text relating supporting details.
j) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
k) Identify cause and effect relationships.
l) Use prior and background knowledge as a context for new learning.
m) Use reading strategies to monitor comprehension throughout the reading process.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to develop an understanding of each literary form and its characteristics. • Students will understand that some literary characteristics are common to more than one form. • Students will read at and beyond the literal level, including making **inferences**, i.e., making judgments or drawing conclusions based on what an author has implied. • The **initiating event** is the incident that introduces the central conflict in a story; it may have occurred before the story opens. • **Tone** is used to express a writer's attitude toward the subject. • **Voice** shows an author's personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. Voice	**All students should** • ~~analyze~~ understand that an author's ~~craft and style~~ voice and tone stem from the stylized use of literary devices. • compare and contrast the characteristics of literary forms, including: ◦ novel; ◦ short story; ◦ biography; ◦ essay; ◦ speech; ◦ poetry; and ◦ memoir. • understand **characterization** as the way that an author presents a character and	**To be successful with this standard, students are expected to** • ~~understand~~ identify the elements of ~~story~~ narrative structure, including: ◦ setting – time~~,~~ and place~~, and duration in a story;~~ ◦ character(s), either: - **static –** remaining the same during the course of the story, or - **dynamic** – changing during the course of and as a result of the story ◦ external conflicts, such as: - individual vs. individual - individual vs. nature - individual vs. society - individual vs. supernatural - individual vs. technology ◦ internal conflict – individual vs. self ◦ plot - initiating event - rising action - climax - falling action - resolution

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
is the imprint of the writer — the capacity to elicit a response from the reader. • **Mood** refers to the emotional atmosphere produced by an author's use of language. • **Point of view** is the way an author reveals events and ideas in a story. With an omniscient or "all knowing" point of view, a narrator sees all, hears all, and knows all. By contrast, a limited point of view depicts only what one character or narrator sees, hears, and feels. The point of view may be first person, narrated by someone outside the story or a character within the story. The point of view may also be third person, limited or omniscient, depending on what is known of the story. • A **symbol** is anything that represents something else, often by indirect association or by the convention of an emblem, token, or word. In both prose and poetry, concrete objects used as	reveals character traits. • analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. • analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). • analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. • understand that poetic devices	◦ theme • recognize different plot patterns including subplots. • understand and analyze elements of an author's style, including: ◦ dialogue; ◦ sentence structure; ◦ language patterns; ◦ tone, including - serious - solemn - sarcastic - objective - enthusiastic - humorous - hostile - disapproving - personal - impersonal ◦ voice. • differentiate among points of view in stories, including:

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
symbols stand for larger ideas or feelings. The general characteristic of poetry, i.e., its suggestiveness, makes possible the expression of complex feelings and experiences in a few words. Symbolism, like metaphor, imagery, and allusion, is a powerful instrument for the expression of large worlds of meaning in a few words. • Students will use a variety of reading strategies ~~including~~ such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.	are used in prose and poetry. • identify author's voice. • make inferences, draw conclusions, and point to an author's implications in the text. • understand the relationship between causes and effects. • understand that a cause may have multiple effects. • understand that an effect may have multiple causes. • understand and use the reading process to facilitate comprehension. • read several texts on a similar topic and synthesize what is	◦ first person; ◦ third person limited to a character or narrator; and ◦ third person omniscient. • analyze how differences in points of view can create such effects as suspense or humor. • ~~understand~~ analyze an author's use of literary devices, including: ◦ **foreshadowing** – the giving of clues to hint at coming events in a story; ◦ **irony –** the implication, through plot or character, that the actual situation is quite different from that presented; ◦ **flashback –** a return to an earlier time in the course of a narrative to introduce prior information; and ◦ **symbolism –** the use of concrete and recognizable things to represent ideas. • analyze poetic devices in prose and poetry, including: ◦ word choice; ◦ figurative language; ◦ symbolism; ◦ imagery;

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	read ~~in writing to be presented orally~~. • analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	° rhyme; ° rhythm; ° repetition; and ° sound elements. ° ~~pun~~ ° ~~oxymoron~~ • evaluate an author's choice of words and images. • identify poetic forms, including: ° **haiku** – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature; ° **limerick** – a 5-line, rhymed, rhythmic verse, usually humorous; ° **ballad** – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain; ° **free verse –** poetry with neither regular meter nor rhyme scheme; ° **couplet** – a pair of rhyming lines; and ° **quatrain** – a stanza containing four lines. • compare and contrast an author's choice of sound elements in prose and poetry, including: ° **rhyme** – recurring identical or similar final word sounds within or at

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		the ends of lines of verse; ◦ **rhythm** – the recurring pattern of strong and weak syllabic stresses; ◦ **meter** – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm; ◦ **repetition –** repeated use of sounds, words, or ideas for effect and emphasis; ◦ **alliteration** – repetition of initial sounds, e.g., *picked a peck of pickled peppers*; and ◦ ~~**assonance** – repetition of vowel sounds, e.g., *mad hatter*~~ ◦ ~~**consonance** – repetition of final consonant sounds, e.g., *east/west*~~ ◦ **onomatopoeia** – the use of a word whose sound suggests its meaning (e.g., *buzz*.). • determine a theme of a text and analyze its development over the course of the text. • determine an author's point of view or purpose in a text. • analyze how differences in points of view can create such effects as suspense or humor. • use graphic organizers ~~and/or rules~~ to analyze and summarize text.

8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.

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b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
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j) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
k) Identify cause and effect relationships.
l) Use prior and background knowledge as a context for new learning.
m) Use reading strategies to monitor comprehension throughout the reading process.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• recognize an author's use of connotations and persuasive language, ~~and craftsmanship~~ to convey a viewpoint.

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.

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.
c) Analyze the author's qualifications, viewpoint, and impact.
d) Analyze the author's use of text structure and word choice.
e) Analyze details for relevance and accuracy.
f) Differentiate between fact and opinion.
g) Identify the main idea.
h) Summarize the text identifying supporting details.
i) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will analyze a variety of ~~informational~~ nonfiction sources and teachers will model the higher-order thinking processes with materials ~~below~~ at the students' independent reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level. • Teachers will collaborate with students to help ~~students~~ them apply reading skills in a variety of content texts. • ~~Students will use internal and external text structures as an aid to comprehension.~~ • Students will read at and beyond the literal level, using the reading process to predict, question, clarify, infer, organize, compare, summarize, and synthesize. • An author's **viewpoint** refers to his or her bias or subjectivity toward the subject.	**All students should** • activate prior knowledge before reading. • make predictions prior to and during the reading process. • recognize an author's viewpoint and use of persuasive language. • read and analyze writing critically. • choose graphic organizers based on the internal text structure most prevalent in the text. • use graphic organizers and/or rules to analyze and summarize text. • read several texts on a similar	**To be successful with this standard, students are expected to** • activate prior knowledge before reading by use of: ° small-group or whole-class discussion; ° anticipation guides; and ° preview of key vocabulary. • recognize an author's use of connotations and persuasive language, ~~and craftsmanship~~ to convey a viewpoint. • determine an author's point of view or purpose in a text. • analyze how the author acknowledges and responds to conflicting evidence or viewpoints. • analyze and record information, using ~~internal~~ text structures (organizational patterns), including: ° cause-and-effect; ° comparison/contrast; ° enumeration or listing; ° sequential or chronological; ° concept/definition; ° generalization; and

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b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
c) Analyze the author's qualifications, viewpoint, and impact.
d) Analyze the author's use of text structure and word choice.
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f) Differentiate between fact and opinion.
g) Identify the main idea.
h) Summarize the text identifying supporting details.
i) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will work collaboratively and with teacher support to move toward higher-order thinking, using instructional-level reading materials. • **Synthesis** involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts. • Students will use evaluation and conclusion to make reasonable inferences about what has been read by combining new information with what was known prior to reading. • Students will understand that an author's credentials and experiences contribute to his/her viewpoint. • To **critique** text requires that a critical (but not necessarily negative) judgment be made. • Students will use a variety of reading strategies ~~including~~ such as text annotation, QAR (Question-Answer Relationship), thinking	topic and synthesize what is read ~~in writing to be presented orally~~. • evaluate an author's choice of words and images. • recognize an author's use of connotations~~,~~ and persuasive language~~, and craftsmanship~~ to convey viewpoint. • understand that the writer **implies** and the reader **infers.**	◦ process. • analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. • use ~~rules and~~ strategies for summarizing, such as the following: ◦ delete trivia and redundancy; ◦ substitute a general term for a list; and ◦ find or create a main idea statement. • read and follow directions.~~, including:~~ ◦ ~~constructing a structure~~ ◦ ~~completing a recipe~~ ◦ ~~assembling a model~~ ◦ ~~participating in a game~~ ◦ ~~arriving at a destination~~ ◦ ~~completing a form~~ ◦ ~~programming an electronic device~~ • use ~~external~~ text structures such as the following to enhance comprehension and note taking: ◦ boldface and/or italics type;

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.

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.
c) Analyze the author's qualifications, viewpoint, and impact.
d) Analyze the author's use of text structure and word choice.
e) Analyze details for relevance and accuracy.
f) Differentiate between fact and opinion.
g) Identify the main idea.
h) Summarize the text identifying supporting details.
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l) Use reading strategies to monitor comprehension throughout the reading process.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
aloud, etc.		◦ type set in color; ◦ underlining; ◦ indentation; ◦ sidebars; ◦ illustrations, graphics, and photographs; ◦ headings and subheadings; and ◦ footnotes and annotations. • analyze an author's choice of details by examining: ◦ accuracy; ◦ placement; ◦ thoroughness; ◦ relevance; and ◦ effectiveness. • analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. • analyze two or more texts with conflicting information on the same topic and identify how the texts disagree. • distinguish between subjective and objective writing.

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.

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.
c) Analyze the author's qualifications, viewpoint, and impact.
d) Analyze the author's use of text structure and word choice.
e) Analyze details for relevance and accuracy.
f) Differentiate between fact and opinion.
g) Identify the main idea.
h) Summarize the text identifying supporting details.
i) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• use graphic organizers~~, such as "It says…I say,"~~ to record clues in the text and inferences or conclusions made by the reader as a result of those clues.

At the eighth-grade level, students will plan, draft, revise, and edit narratives as well as ~~informational~~ expository, persuasive, and ~~expository~~ informational pieces with attention to composition and written expression. Students will continue the process of becoming independent with sentence formation, usage, and mechanics and understand that the conventions of language help convey the message from the writer to the reader. Students will use writing for expressive purposes and as a tool for learning academic concepts. They will use available and appropriate technology ~~as available and appropriate~~.

8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.

a) Identify intended audience.
b) Use prewriting strategies to generate and organize ideas.
c) Distinguish between a thesis statement and a topic sentence.
d) Organize details to elaborate the central idea and provide unity.
e) Select specific vocabulary and information for audience and purpose.
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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will become independent and proficient in composing a variety of types of writing. • Teachers will focus direct instruction on all three domains of writing: ◦ **composing** – the structuring and elaborating a writer does to construct an effective message for readers; ◦ **written expression** – those features that show the writer purposefully shaping and controlling language to affect readers; and ◦ **usage/mechanics** – the features that cause written language to be acceptable and effective for standard discourse. • **Elaboration** can occur by using descriptive details and examples ~~*horizontally*~~ within a sentence to give detail and depth to an idea, or ~~*vertically*~~ from paragraph to paragraph chronologically. • **Voice** shows an author's personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing and allows the reader to know the writer's ideas. Voice is the imprint of the writer — the capacity to elicit a response from the reader.	**All students should** • use a process for writing, including: ◦ planning; ◦ drafting; ◦ revising; ◦ proofreading; ◦ editing; and ◦ publishing. • understand that good writing has been elaborated ~~horizontally and vertically~~. • use peer and individual revising and editing. • understand that good writing has been improved through revision. • use ~~word processing tools~~ keyboarding, including spell checkers and grammar checkers when available. • understand and apply the elements of composing:	**To be successful with this standard, students are expected to** • write in a variety of forms, including: ◦ **narrative –** writing to tell a story; ◦ **expository –** writing to explain and build a body of well-organized and understandable information; ◦ **persuasive –** writing to influence the reader or listener to believe or do as the author or speaker suggests;and ◦ **informational –** writing to put forth information, frequently used in textbooks and the news media. • use a variety of prewriting strategies, ~~including~~ for example: ◦ brainstorming; ◦ webbing; ◦ mapping; ◦ outlining; ◦ clustering; ◦ listing; and ◦ using graphic organizers. • use written expression to ~~draft and revise compositions~~ explain, analyze, or summarize a topic with attention to: ◦ purpose and audience; ◦ a central or controlling idea; ◦ voice; ◦ tone (such as serious, sarcastic, objective, enthusiastic, solemn,

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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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• **Tone** expresses an author's attitude toward the subject. • **Coherence** means that each part of the writing appears to be 'connected' and heading towards a single conclusion or theme in the text. • ~~A~~ The writing process is nonlinear; returning to prewriting or drafting at any point in the process may help the writer clarify and elaborate the drafted piece. • Students will begin to assume responsibility for revising, proofreading, and editing their own writing. • Students should have practice writing on demand, for shorter time frames, and over extended periods of time.	◦ central idea; ◦ elaboration; ◦ unity; and ◦ organization. • use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters. • understand that a topic sentence supports an essay's thesis statement; it unifies a paragraph and directs the order of the sentences.	humorous, hostile, personal, impersonal); ◦ coherent selection of information and details; ◦ embedded phrases and clauses that clarify meaning and increase variety; ◦ vivid and precise vocabulary; ◦ figurative language; ◦ sentence variety; and ◦ transitional words and phrases. • develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives. • engage and orient the reader by establishing a context and introducing a narrator and/or characters. • organize an event sequence that unfolds naturally and logically. • use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • apply revising procedures, including: ◦ rereading; ◦ reflecting; ◦ rethinking; ◦ rewriting; ◦ including vivid vocabulary; ◦ combining sentences for variety and rhythm; and

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		° providing transitions between ideas and paragraphs. • create a thesis statement that focuses the essay, expresses the writer's position in an argument, or explains the purpose of the essay, and is usually found in the first paragraph. • elaborate the central idea, providing sustained unity throughout the writing. • choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • sustain a formal style. • develop a conclusion.

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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary and middle school levels. • Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader. • The conventions of correct language are an integral part of the writing process. • ~~A d~~Diagramming ~~of a~~ sentences is a ~~tool~~ strategy to increase understanding of ~~its~~ their structure. • Teachers will explain the function of verbals (gerunds, participles, and infinitives) and how they are used to provide sentence variety in writing.	**All students should** • proofread and edit drafts with teacher assistance, peer collaboration, and growing independence. • understand that pronouns need to agree with antecedents in gender, number, and person. • understand that verbs must agree with subjects. • use verbs in the indicative, imperative, interrogative, conditional, and subjunctive form. • recognize and correct inappropriate shifts in verb forms.	**To be successful with this standard, students are expected to** • use complete sentences with appropriate punctuation, including the punctuation of dialogue and the punctuation between dependent and independent clauses. • use punctuation (comma, ellipsis, dash) to indicate a pause or break. • use an ellipsis to indicate an omission. • diagram ~~complex~~ sentences with phrases and clauses. • use a singular verb with a singular subject and a plural verb with a plural subject. ~~, e.g., *John* buys *lunch, but most of his friends* bring *lunches from home.*~~ • use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent. ~~, e.g., *All students should bring* their *notebooks to class. Each student must provide* his *own pen.*~~ • use objective pronouns in prepositional phrases with compound objects. ~~, e.g., *Grandma gave cookies to Peter and* me.~~ • choose and maintain tense (present, past, future) ~~and~~ throughout an entire paragraph or text. • use comparative and superlative adjectives. ~~, e.g., *Jim was the* brightest *student in the middle school. He was even* brighter *than some of the students in the*~~

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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		~~*high school.*~~ • use comparative and superlative adverbs. ~~, e.g., The second time she read aloud, she read more fluently than the first time. After much practice, she read most fluently of all her classmates.~~ • use and correctly punctuate transitional words, such as *furthermore, however, since*, and *next*. • use ~~and~~ correct~~ly punctuate~~ conjunctions, such as *either/or* and *neither/nor*. • embed quotations from other sources with skill and accuracy. • use quotation marks correctly with dialogue.

At the eighth-grade level, students will apply knowledge of appropriate reference material to produce a research product including the collection and organization of information from multiple online, print, and media sources. They will extend skills in the evaluation of sources and the use of technology to research, organize, evaluate, and communicate information. In addition, they will continue to cite sources and avoid plagiarism by using Modern Language Association (MLA) or American Psychological Association (APA) style guidelines.

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 follow ethical and legal guidelines for gathering and using information.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will collect resources, evaluate their usefulness, conduct research, and appropriately cite reliable sources of information. • Students will evaluate the accuracy and authenticity of multiple sources. • Students will evaluate the intent of the author, which may include misinformation, bias, and unsupported assertions.	**All students should** • determine if a source is trustworthy and accurate. • understand that using multiple sources of information produces a more complete understanding of a topic.	**To be successful with this standard, students are expected to** • understand that a **primary source** is an original document or a firsthand or eyewitness account of an event. • understand that a **secondary source** discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information. • use a variety of strategies to generate notes, and determine the central ideas of a primary or secondary source, synthesize information, and provide an accurate summary. • embed quotations from other sources with skill and accuracy. • evaluate the validity and authenticity of texts, using questions such as: ° Does the source appear in a reputable publication? ° Is the source free from bias? Does the writer have something to gain from his opinion? ° Does the information contain facts for support? ° Is the same information found in more than one source? • conduct short research projects to answer a question drawing on several sources and generating questions.

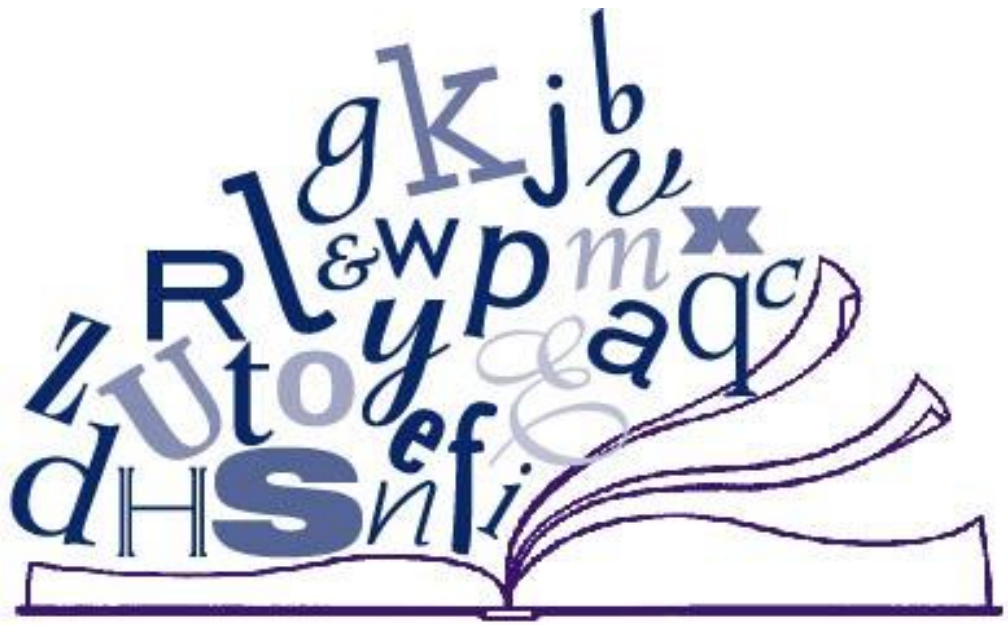
8.9 The student will apply knowledge of appropriate reference materials to produce a research product.

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 follow ethical and legal guidelines for gathering and using information.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• use computer technology to research, organize, evaluate, and communicate information. • document using a standard form such as MLA or APA. • avoid plagiarism, give credit whenever using another person's idea or opinion, facts, statistics, graphs, drawings, quotations, or paraphrases of another person's words.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Nine



Final Review
November 18, 2010

Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the ninth-grade level, students will develop interpersonal communication skills as well as those skills required for more formal public speaking opportunities. They ~~will present and critique dramatic readings of literary selections and~~ will continue to develop proficiency in making planned oral presentations independently and in small groups. ~~Students will apply grammatical conventions in writing and speaking~~ They will continue to develop media literacy by producing, analyzing, and evaluating auditory, visual, and written media messages.

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.
e) Use verbal and nonverbal techniques for presentation.
f) Evaluate impact and purpose of presentation.
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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• ~~Students should select, plan, make, and critique dramatic readings of literary selections.~~ • ~~Students may develop characters by using appropriate dialects.~~ • ~~Students may use costumes and props to enhance dramatic scenes.~~	**All students should**	**To be successful with this standard, students are expected to** • ~~choose and participate in dialogue scenes from plays, dramatic readings from short stories and/or novels, and interpreted performances of poetry~~ • ~~adapt presentation techniques to fit a literary form~~

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.
e) Use verbal and nonverbal techniques for presentation.
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i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.
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k) Summarize and evaluate information presented orally by others.
l) Assume shared responsibility for collaborative work.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will make planned oral presentations ~~that are three to five minutes in duration~~. • Students should cite sources according to proper MLA or APA format.	**All students should** • ~~define~~ understand that technical and specialized language ~~to~~ helps the audience ~~understand~~ comprehend the content of ~~their~~ oral presentations. • understand that verbal techniques ~~include but are not limited to appropriate tone, diction, articulation, clarity, type and rate of delivery, and the use of pauses for emphasis~~ are important for effective communication. • ~~understand that nonverbal techniques include but are not limited to eye contact, facial expressions, gestures, and stance~~	**To be successful with this standard, students are expected to** • define technical and specialized language ~~include definitions~~ to increase clarity of their oral presentations. • incorporate ~~include~~ details, such as facts, statistics, quotations, information from interviews and surveys, and pertinent information discovered during research, to support the main ideas of their oral presentations. • organize presentation in a structure appropriate to the audience, topic, and purpose (problem-solution, comparison-contrast, cause-effect, etc.). • use examples from their knowledge and experience to support the main ideas of their oral presentation. • use grammar and vocabulary appropriate for situation, audience, topic, and purpose. • demonstrate ~~use~~ nonverbal techniques including, but not limited, to eye contact, facial expressions, gestures, and stance. • use verbal techniques including, but not limited to, appropriate tone, diction, articulation, clarity, type, and rate. • keep eye contact with audience, adjust volume, tone, and rate, be aware of postures and gestures, use natural tone.

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.
e) Use verbal and nonverbal techniques for presentation.
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i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

	• ~~cite information sources~~
	• understand that crediting sources is important to prevent plagiarism and establish credibility.
	• ~~respond clearly and informatively with poise to the audience's questions about their oral presentations~~
	• demonstrate the ability to work effectively with diverse groups, including:
	  ◦ exercising flexibility in making necessary compromises to accomplish a common goal.
	  ◦ defining a team goal and working toward its mastery.
	  ◦ ~~understanding the purpose for working as a team and~~
		• analyze and critique the relationship among purpose, audience, and content of presentations.
		• assess ~~evaluate~~ the impact of presentations, including the effectiveness of verbal and nonverbal techniques using a rubric or checklist.
		• give credit in their oral presentations to authors, researchers, and interviewers by citing titles of articles, magazines, newspapers, books, documents, and other reference materials used in the presentations.
		• respond to questions about their oral presentations.
		• collaborate ~~work~~ with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed.
		• ~~move conversations ahead by asking and responding to questions actively, and involving others in the discussion~~.
		• engage others in a conversation by posing and responding to questions in a group situation.
		• demonstrate ~~use~~ active listening skills by looking at the speaker, using body language to indicate attentiveness, and give appropriate feedback.
		• summarize or paraphrase what others have said to show attentiveness: "It sounds like you were saying. . ." and provide an evaluation of others'

9.1 The student will make planned oral presentations independently and in small groups.

a) Include definitions to increase clarity.
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c) Illustrate main ideas through anecdotes and examples.
d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
e) Use verbal and nonverbal techniques for presentation.
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	~~working toward that purpose.~~ ◦ maintaining collaboration by ensuring that all ideas are treated respectfully and acknowledged. ◦ demonstrating respect for others' ideas by acknowledging differing points of view. ◦ coming to agreement by seeking consensus.	information. • ~~use verbal and nonverbal techniques~~ • analyze and critique the effectiveness of a speaker's or group's demeanor, voice, language, gestures, clarity of thought, organization of evidence, relevance of information, and delivery. • analyze and critique the relationship among purpose, audience, and content of presentations.

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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will develop media literacy by studying various media components and messages. • Students will also recognize that all media messages are constructed and that to understand the whole meaning of the message they can *deconstruct* it, looking at the following attributes: ◦ **Authorship** (Who constructed the message?) ◦ **Format** (This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, kids' voices.) ◦ **Audience** (Who is the person or persons meant to see the message? How will different people *see* the message?) ◦ **Content** (This is not just the visible content but the embedded content as well which includes underlying assumptions of values or points of view; facts and opinions may be intermixed.) ◦ **Purpose** (Why is the message being sent—is it meant to persuade, inform, entertain, sell, or a combination of these?)	**All students should** • ~~understand that an awareness of special effects and persuasive techniques aids in the interpretation of media messages.~~ • evaluate how special effects are employed in a multimedia message to persuade the viewer. • comprehend ~~understand~~ persuasive language and word connotations to convey viewpoint and bias.	**To be successful with this standard, students are expected to** • create and publish media messages, such as public service announcements aimed at a variety of audiences and with different purposes. • recognize that persuasive techniques are used to convince viewers to make decisions, change their minds, take a stand on an issue, or predict a certain outcome, such as: ◦ ad hominem – means "to the man" does not argue the issue, instead it argues the person; ◦ red herring – is a deliberate attempt to divert attention; ◦ straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man"); ◦ begging the question – assumes the conclusion is true without proving it; circular argument; ◦ testimonial – uses famous people to endorse the product or idea; ◦ ethical appeal – establishes the writer as knowledgeable; ◦ emotional appeal – appeals strictly to emotions often used with strong visuals; and ◦ logical appeal – is the strategic use of logic, claims, and evidence. • identify and evaluate word choice in the media. • investigate the use of bias and viewpoints in media. • describe the effect of persuasive messages in the media on the audience. • identify public opinion trends and possible causes. • identify and analyze choice of information in the media and distinguish between fact and opinion.

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.
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

		identify and analyze sources and viewpoints in the media.
		
		analyze information from many different print and electronic sources.
		
		• identify basic principles of media literacy:
		  ◦ media messages are constructed;
		  ◦ messages are representations of reality with values and viewpoints;
		  ◦ each form of media uses a unique set of rules to construct messages;
		  ◦ individuals interpret based on personal experience; and
		  ◦ media are driven to gain profit or power.
		
		• identify key questions of media literacy:
		  ◦ Who created the message?
		  ◦ What techniques are used to attract attention?
		  ◦ How might different people react differently to this message?
		  ◦ What values, lifestyles and points of view are represented in, or omitted from, this message?
		  ◦ What is the purpose of this message?

At the ninth-grade level, students will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. They will be introduced to literary works from a variety of cultures and eras, and they will apply knowledge of literary terms and forms to their reading and writing and to analyses of literature and other printed materials. Students will continue to develop their reading comprehension skills through utilizing strategies to identify formats, text structures, and main ideas. They will apply these skills across the content areas, including history and social science, science, and mathematics. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.

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 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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will increase their independence as learners of vocabulary. • Students will use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words. • Teachers should use a study of cognates (words from the same linguistic family) to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., *night* (English), *nuit* (French), *Nacht* (German), *nacht* (Dutch), *nicht* (Scots), *natt* (Swedish, Norwegian), *nat* (Danish), *raat* (Urdu), *nátt* (Faroese), *nótt* (Icelandic), *noc* (Czech, Slovak, Polish). • Students will evaluate the use of figurative language ~~and analogies~~ in text. • Students will use context and connotations to help determine the meaning of ~~nearly~~ synonymous words and appreciate an author's choices of words and images.	**All students should** • ~~recognize internal and external inflections that change meaning and pronunciation.~~ • recognize that figurative language enriches text. • understand that word structure aids comprehension of unfamiliar and complex words.	**To be successful with this standard, students are expected to** • use word structure to analyze and relate words. • use roots or affixes to determine or clarify the meaning of words. • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. • demonstrate an understanding of idioms. • use prior reading knowledge and other study to identify the meaning of literary and classical allusions. • interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • analyze connotations of words with similar denotations. • use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). • consult general and specialized reference materials (e.g., dictionaries, thesaurus). • demonstrate understanding of figurative language, word relationships, and

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 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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• **Connotation** is subjective, cultural and emotional. A stubborn person may be described as being either *strong-willed* or *pig-headed*. They have the same literal meaning (i.e., *stubborn*), *strong-willed* connotes admiration for the level of someone's will, while *pig-headed* **connotes** frustration in dealing with someone. • **Denotation** is a dictionary definition of a word. • **Idiom** is an expression peculiar to a particular language or group of people that means something different from the dictionary definition. ~~relates to a natural way of using language: the way of using a language that comes naturally to its native speakers~~ (e.g., blessing in disguise, chip on your shoulder). • An **allusion** is an indirect reference to a person, place, event or thing-- real or fictional. J.D. Salinger's "The Catcher in the Rye" is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story "By the Waters of Babylon" alludes to Psalm 137 in the Bible.		connotations in word meanings.

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 the 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 literary 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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Strategies for reading should be used to develop reading comprehension skills. Students will apply a process for reading as they analyze a variety of literature. They will study classical and contemporary selections that represent literary forms. • Students will enhance their understanding of the characteristics of various literary forms through the reading and analysis of a variety of genres, such as poetry, prose, essays, short stories, historical fiction, and narrative nonfiction. • Students will understand that literary texts can fulfill a social or cultural function depending on the time, location, and purpose of the author. For example, *The Grapes of Wrath*, which	**All students should** • ~~understand the relationships between and among the elements of literature and the ways these elements work together to create effective literary selections.~~ • understand the relationship between an author's style and literary effect. • understand an author's use of figurative language to create images, sounds, and effects. • understand an author's use of structuring techniques to	**To be successful with this standard, students are expected to** • identify main idea, purpose, and supporting details. • provide a summary of the text. • identify the differing characteristics that distinguish the literary forms ~~of~~, including: ◦ narrative – short story, anecdote, character sketch, fable, legend, myth, tall tale, allegory, novel; ~~, biography, autobiography;~~ ◦ poetry – epic, ballad, sonnet, lyric, elegy, ode; ◦ drama – comedy, tragedy; ◦ essay – editorial, journal/diary entry, informative/explanatory essay, analytical essay, speech; and ◦ narrative nonfiction – biographies, autobiographies, personal essays. • identify ~~the components of scripting~~ and analyze elements of dramatic literature :

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
focuses on the plight of migrant farmers, affected the conscience of a nation and helped laws to change. • Students will understand that parallel plots are plots in which each main character has a separate but related story line that merges together (e.g., *A Tale of Two Cities*). • Students will read and analyze one-act and full-length plays. • ~~Students will analyze various dramatic works.~~ • ~~Students will understand how stage directions enhance the impact of dramatic works in reading and in performance.~~ • Students will use a variety of reading strategies ~~including~~ such as text annotation, QAR	present literary content. • understand the techniques an author uses to convey information about a character. • understand character types. • understand a character's development throughout a text. • understand how authors are often influenced either consciously or unconsciously by the ideas, ~~and~~ values, and location ~~of the times~~ in which they live. • understand that an author draws on and transforms	◦ dramatic structure: exposition/initiating event, rising action, complication/conflict, climax, falling action, resolution/denouement (conclusion/resolution); ◦ monologue; ◦ soliloquy; ◦ dialogue; ◦ aside; ◦ dialect; and ◦ stage directions. • describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme. • compare and contrast the representation of a subject or a key scene in two different media and analyze what is emphasized in each. • explain the relationships ~~between and~~ among the elements of literature, such as:

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(Question-, Answer Relationships), thinking aloud, etc.	source material in a specific work (e.g. how a later author draws on a play by Shakespeare). • understand that in dramatic works, setting, mood, characters, plot, and theme are often revealed through staging as well as through narration and dialogue~~, which are used in short stories and novels to create these elements~~.	° protagonist and other characters; ° plot; ° setting; ° tone; ° point of view – first person, third person limited, third person omniscient; ° theme; ° speaker; and ° narrator. • analyze the techniques used by an author to convey information about a character.~~, such as:~~ ° ~~direct exposition – what is said about the character;~~ ° ~~character's actions – what the character does; and~~ ° ~~character's thoughts – what the character thinks.~~ • analyze character types, including: ° dynamic/round character;

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		° static/flat character; and ° stereotype and caricature. • analyze how authors create multilayered characters through the use of literary devices: indirect and direct methods of characterization, character's actions, interactions with other characters, dialogue, physical appearance, and thoughts. • analyze how characters with multiple or conflicting motivations develop over the course of a text, interact with other characters, and advance the plot or develop theme. • analyze how the plot structures (conflict, resolution, climax, and subplots) advance the action in literature, • determine a theme of a text and analyze its development over the course of the text. • compare and contrast ~~identify~~ types of figurative language and other literary

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		devices, ~~including images and sounds,~~ such as: ◦ simile; ◦ metaphor; ◦ personification; ◦ analogy; ◦ symbolism; ◦ apostrophe; ◦ allusion; ◦ imagery; ◦ paradox; and ◦ oxymoron. • identify sound devices, including: ◦ rhyme (approximate, end, slant) ◦ rhythm; ◦ repetition; ◦ alliteration;

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		◦ assonance; ◦ consonance; ◦ onomatopoeia; and ◦ parallelism. • identify and analyze an author's presentation of literary content by the use of structuring techniques, such as: ◦ dialogue; ◦ foreshadowing; ◦ parallel plots; ◦ subplots and multiple story lines; ◦ flashback; ◦ soliloquy; ◦ verse; ◦ refrain; and ◦ stanza forms - couplet

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		- quatrain - sestet - octet (octave). • identify and analyze an author's use of diction (word choice) <u>and syntax</u> to convey ideas and content, including: ° rhetorical question; ° cliché; ° connotation; ° denotation; ° hyperbole; ° understatement; ° irony; - dramatic - situational - verbal ° dialect; and

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		◦ pun. • ~~identify the components of staging:~~ ◦ ~~lighting design and cues~~ ◦ ~~costume design~~ ◦ ~~set design~~ ◦ ~~set decoration: props~~ ◦ ~~stage movement (blocking)~~ ◦ ~~voice: tone, pitch, inflection, emotion~~ ◦ ~~facial expressions~~ ◦ ~~make-up~~ ◦ ~~curtain cues~~ ◦ ~~music/sound effects~~ • ~~identify the components of scripting:~~ ◦ ~~dramatic structure: exposition/initiating event, rising action, complication/conflict, climax, falling action, resolution/denouement (conclusion/resolution)~~

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		◦ ~~monologue~~ ◦ ~~soliloquy~~ ◦ ~~dialogue~~ ◦ ~~aside~~ ◦ ~~dialect~~ • ~~compare and contrast the elements of character, setting, and plot in or among one-act plays and full-length plays~~ • ~~identify the components of staging:~~ ◦ ~~lighting design and cues~~ ◦ ~~costume design~~ ◦ ~~set design~~ ◦ ~~set decoration: props~~ ◦ ~~stage movement (blocking)~~ ◦ ~~voice: tone, pitch, inflection, emotion~~ ◦ ~~facial expressions~~

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		◦ ~~make-up~~ ◦ ~~curtain cues~~ ◦ ~~music/sound effects~~ • ~~compare and contrast the elements of character, setting, and plot in or among one-act plays and full-length plays~~

9.5 The student will read and analyze a variety of nonfiction 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 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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• ~~This standard encourages the implementation and use of activities that support a process for reading.~~ • The intent of this standard is that students will read and analyze a variety of nonfiction, i.e., informational/factual prose materials. • Students will understand the purpose of text structures and use those features to locate information, such as: problem-solution, cause and effect, ordered sequence, definition or description with a list. • Students will understand before-, during-, and after-reading strategies. • Students will use a variety of reading strategies ~~including~~ such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.	**All students should** • ~~employ activities that support the reading process~~ • understand that specialized vocabulary is vocabulary that is unique to a specific content, topic, or discipline.	**To be successful with this standard, students are expected to** • ~~use before, during , and after reading strategies~~ • identify and infer the main idea from a variety of complex informational text. • explain author's purpose in informational text. • identify and summarize essential details that support the main idea of informational text. • analyze two or more texts with conflicting information on the same topic and identify how the texts disagree. • demonstrate the ~~understand and~~ use of text features to locate information, such as: ◦ title page; ◦ bolded or highlighted words; ◦ index; ◦ graphics; ◦ charts; and ◦ headings. • analyze text structures (organizational pattern), including:

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		◦ cause and effect; ◦ comparison/contrast; ◦ enumeration or listing; ◦ sequential or chronological; ◦ concept/definition; ◦ generalization; and ◦ process. • identify an author's position/argument within informational text. • evaluate the clarity and accuracy of information found in informational texts, such as manuals, textbooks, business letters, newspapers, etc. ◦ ~~manuals~~ ◦ ~~textbooks~~ ◦ ~~business letters~~ ◦ ~~newspapers~~ ◦ ~~brochures~~ ◦ ~~reports~~ ◦ ~~catalogs~~ ◦ ~~journals~~ ◦ ~~essays~~ ◦ ~~speeches~~ ◦ ~~biographies~~

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f) Evaluate clarity and accuracy of information.
g) Analyze and synthesize information in order to solve problems, answer questions, or complete a task.
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k) Use the reading strategies to monitor comprehension throughout the reading process.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		° ~~autobiographies~~ • ~~apply information gained from sources to complete an assigned task.~~ • make inferences and draw conclusions from complex informational text. • ~~increase general and specialized vocabulary~~ • examine text structures to aid comprehension and analysis of complex, informational texts. • use a variety of reading strategies to self-monitor the reading process. • ~~identify information not answered by a selected text~~

At the ninth-grade level, students will write narrative, ~~literary,~~ expository, and ~~informational~~ persuasive forms with an emphasis on analysis. As in every grade, daily writing experiences are essential for all ninth-grade students, and they will demonstrate their understanding through written products. They will develop as writers by participating in a process for writing, including prewriting, organizing, composing, revising, editing, and publishing. Students will edit writings for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.

a) Generate, gather, and organize ideas for writing.
b) Plan and organize writing to address a specific audience and purpose.
c) Communicate clearly the purpose of the writing using a thesis statement where appropriate.
d) Write clear, varied sentences using specific vocabulary and information.
e) Elaborate ideas clearly through word choice and vivid description.
f) Arrange paragraphs into a logical progression.
g) Use transitions between paragraphs and ideas.
h) Revise writing for clarity of content, accuracy and depth of information.
i) Use computer technology to plan, draft, revise, edit, and publish writing

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will plan, compose, revise, and edit writing in a variety of forms and for a variety of audiences and purposes. • Writing will encompass narrative, expository, persuasive, and ~~informational~~ analytical forms. • Students develop as writers by participating in a process for writing — prewriting, organizing, composing, revising, editing, and publishing. • Students should have practice writing for shorter time frames as well as extended time frames.	**All students should** • understand ~~a~~ that writing is a process. • understand the importance of audience, ~~and~~ purpose and point of view when writing. • recognize the importance of maintaining a formal style and objective tone in academic writing. • understand that the function of a thesis statement is to focus on the purpose of writing.	**To be successful with this standard, students are expected to** • use prewriting strategies and organize ~~their~~ writing. • plan and develop organized and focused written products that demonstrate their understanding of composing, written expression, and usage/mechanics and that reflect an appropriate audience and purpose. • ~~communicate~~ demonstrate the purpose of ~~their~~ writing as narrative, persuasive, expository, or analytical. • apply narrative techniques, such as dialogue, description, and pacing to develop experiences or characters. • write using a clear, focused thesis that addresses the purpose for writing. • provide an engaging introduction and a clear thesis statement that introduces the information presented. • write clear, varied sentences, and increase the use of embedded clauses. • use specific vocabulary and information. • use precise language to convey a vivid picture. • develop the topic with appropriate information, details, and examples. • arrange paragraphs into a logical progression using appropriate words or phrases to signal organizational pattern and transitions between ideas.

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d) Write clear, varied sentences using specific vocabulary and information.
e) Elaborate ideas clearly through word choice and vivid description.
f) Arrange paragraphs into a logical progression.
g) Use transitions between paragraphs and ideas.
h) Revise writing for clarity of content, accuracy and depth of information.
i) Use computer technology to plan, draft, revise, edit, and publish writing

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• revise ~~their~~ writing for clarity, content, depth of information, and intended audience and purpose. • ~~proofread materials for intended audience and purpose~~ • use computer technology to assist in the writing process.

9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.
b) Use parallel structures across sentences and paragraphs.
c) Use appositives, main clauses, and subordinate clauses.
d) Use commas and semicolons to distinguish and divide main and subordinate clauses.
e) Distinguish between active and passive voice.
f) Proofread and edit writing for intended audience and purpose.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will focus on editing and the application of grammatical conventions in writing. • Students will understand that parallel structure means using the same grammatical form to express equal or parallel ideas. • Students will understand that a **main clause** is an **independent clause** that expresses a complete thought and can stand alone as a sentence. • Students will understand that a **subordinate clause** is a **dependent clause** and does not express a complete thought. • Students will understand rules for commas and semicolons when dividing main and subordinate clauses. • Students will differentiate between active and passive voice, knowing when it is appropriate to use each in their writing. • Students will use verbs in the conditional and subjunctive form to achieve particular effects.	**All students should** • ~~know the rules for the parts of a sentence.~~ • understand that grammatical and syntactical choices convey a writer's message. • recognize ~~understand~~ that active voice means that the subject of a verb *performs* the action and passive voice means that the subject of a verb *receives* the action. • write using various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. • demonstrate an understanding of dependent clauses,	**To be successful with this standard, students are expected to** • apply rules for sentence development, including: ° subject/verb; ° direct object; ° indirect object; ° predicate nominative; and ° predicate adjective. • identify and appropriately use coordinating conjunctions: for, and, nor, but, or, yet, and so (FANBOYS). • use parallel structure when: ° linking coordinate ideas; ° comparing or contrasting ideas; and ° linking ideas with correlative conjunctions: - *both…and* - *either…or* - *neither…nor* - *not only…but also*. • use appositives. • distinguish and divide main and subordinate clauses, using commas and semicolons. • use a semicolon, or a conjunctive adverb to link two or more closely related independent clauses.

9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.
b) Use parallel structures across sentences and paragraphs.
c) Use appositives, main clauses, and subordinate clauses.
d) Use commas and semicolons to distinguish and divide main and subordinate clauses.
e) Distinguish between active and passive voice.
f) Proofread and edit writing for intended audience and purpose.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	independent clauses, and a variety of phrases to show sentence variety.	• differentiate between active and passive voice to create a desired effect. • proofread and edit writing.

At the ninth-grade level, students will develop skills in using print, electronic databases, ~~and~~ online resources, and other media to access information and create a research product. Students will verify the validity of all information and follow ethical and legal guidelines for using and gathering information. ~~Students~~ They will ~~also~~ use a standard style method to credit sources of ideas used ~~in research writing~~. ~~Students~~ and will demonstrate clear understanding of grammatical conventions through the application of rules for correct use of language, spelling, and mechanics.

9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product.

a) Use technology as a tool for research to organize, evaluate, and communicate information.
b) Narrow the focus of a search.
c) Find, evaluate, and select appropriate sources to access information and answer questions.
d) Verify the validity and accuracy of all information.
e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
f) Credit the sources of quoted, paraphrased, and summarized ideas.
g) 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).
h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• ~~Students will recognize that Internet resources and electronic databases complement books and the traditional library as key avenues for accessing, organizing, and presenting information.~~ • Students will acquire skills in evaluating ~~resources, both print and electronic~~ both print and electronic resources. • Students will become adept at embedding information accessed electronically in a research document. • Students will differentiate their original thoughts and ideas from the thoughts and ideas of others. • Students will distinguish common knowledge from information that is unique to a source or author. • Students will use a standard style method, such as that of the Modern Language Association	**All students should** • ~~understand the definition of plagiarism.~~ • ~~understand the consequences of plagiarism.~~ • understand the format for citing sources of information. • understand that using a standard form of documentation legally protects the intellectual property of writers.	**To be successful with this standard, students are expected to** • use Internet resources, electronic databases, and other technology to access, organize, and present information. • focus the ~~search~~ topic by : ◦ identifying audience; ◦ identifying purpose; ◦ identifying useful search terms; and ◦ combining search terms effectively. • ~~identify and use key terms, such as~~ ◦ ~~electronic database~~ ◦ ~~search engine~~ ◦ ~~electronic mail~~ ◦ ~~World Wide Web~~ ◦ ~~Web browser~~ ◦ ~~online services~~ ◦ ~~hotlinks~~ • scan research information and select resources based upon reliability, accuracy, and relevance to the purpose of the research.

9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product.

a) Use technology as a tool for research to organize, evaluate, and communicate information.
b) Narrow the focus of a search.
c) Find, evaluate, and select appropriate sources to access information and answer questions.
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g) 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).
h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
(MLA) or the American Psychological Association (APA), to cite sources.		• ~~evaluate resources, both print and electronic, differentiating between Internet sources that are questionable and those that are reliable~~ • ~~apply the rules for responsible use of technology.~~ • differentiate between reliable and unreliable resources. • question the validity and accuracy of information: ° Who is the author or sponsor of the page? ° Are there obvious reasons for bias? ° Is contact information provided? ° Is there a copyright symbol on the page? ° What is the purpose of the page? ° Is the information on the page *primary* or *secondary*? ° Is the information current? ° Can the information on the Web page be verified? • avoid plagiarism by: ° understanding that *plagiarism* is ~~an~~ the act of presenting someone else's ideas as one's own; ° recognizing that one must correctly cite sources to give credit to the author of an original work; ° recognizing that sources of information must be cited even when the

9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product.

a) Use technology as a tool for research to organize, evaluate, and communicate information.
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f) Credit the sources of quoted, paraphrased, and summarized ideas.
g) 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).
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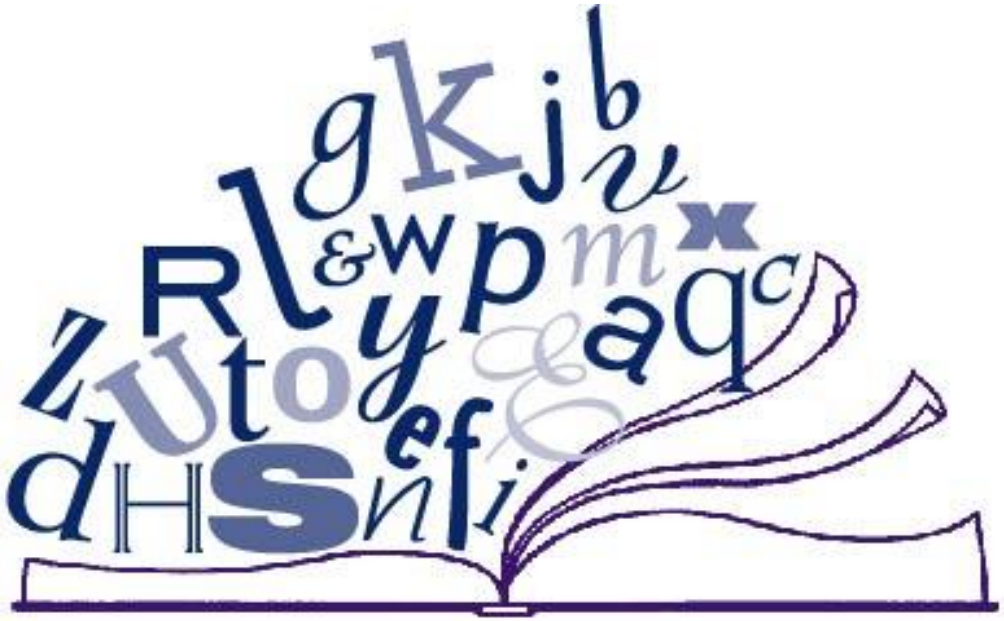
UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		information has been paraphrased; and ° using quotation marks when someone else's exact words are quoted. • distinguish one's own ideas from information created or discovered by others. • use a style sheet, such as MLA or APA, to cite sources.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Ten



Final Review
November 18, 2010

Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the tenth-grade level, students will become skilled communicators in small-group learning activities. ~~They will assume and evaluate individual roles in presenting oral reports.~~ Students will participate in, collaborate in, and report on small-group learning activities. They will also examine and critique the overall effectiveness of the group process. They will use grammatically correct language that is appropriate to the topic, audience, and purpose. In addition, students will analyze, produce, and examine similarities and differences between visual and verbal media messages.

10.1 The student will participate in, collaborate in, and report on small-group learning activities.

a) Assume responsibility for specific group tasks.
b) Collaborate in the preparation or summary of the group activity.
c) Include all group members in oral presentation.
d) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.
e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.
f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
g) Access, critically evaluate, and use information accurately to solve problems.
h) Evaluate one's own role in preparation and delivery of oral reports.
i) Use a variety of strategies to listen actively.
j) Analyze and interpret other's presentations.
k) Evaluate effectiveness of group process in preparation and delivery of oral reports.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Individual students will actively contribute to group activities and participate in small-group oral presentations. • Students will evaluate their strengths and weaknesses when participating in small-group oral presentations. • Students will examine their preparation, interaction, and performances as group members. In addition, students will evaluate the overall effectiveness of their group's preparation and presentation.	**All students should** • ~~assume responsibility for specific tasks~~ • ~~make an effort to include all group members in the discussions and presentations~~ • ~~periodically reflect on their own role during the process and at the conclusion of the activity~~ • understand that small group collaboration exists beyond the classroom and their ability to effectively participate is an essential skill.	**To be successful with this standard, students are expected to** • assume shared responsibility for collaborative work. • ~~participate in the preparation of an outline or summary of the group activity, including the preparation of their individual roles in the group presentation~~ • ~~assume responsibility for and participate in small-group learning activities by contributing ideas and respectfully listening to and considering the views of the other group members~~. • collaborate ~~work~~ with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed. • respond thoughtfully by summarizing points of agreement and disagreement, qualifying views and understanding. • demonstrate ~~use~~ active listening through use of appropriate facial expressions, posture, and gestures ~~to indicate active listening~~. • engage others in a conversation by posing and responding to questions in a group situation • ~~move conversations ahead by posing and responding to questions, actively~~

10.1 The student will participate in, collaborate in, and report on small-group learning activities.

a) Assume responsibility for specific group tasks.
b) Collaborate in the preparation or summary of the group activity.
c) Include all group members in oral presentation.
d) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.
e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.
f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
g) Access, critically evaluate, and use information accurately to solve problems.
h) Evaluate one's own role in preparation and delivery of oral reports.
i) Use a variety of strategies to listen actively.
j) Analyze and interpret other's presentations.
k) Evaluate effectiveness of group process in preparation and delivery of oral reports.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		~~involve others in the discussion, and challenge ideas.~~ • exercise flexibility and willingness in making compromises to accomplish a common goal. • use grammatically correct language. • ~~evaluate their own roles in the preparation and delivery of oral reports~~ • ~~evaluate the effectiveness of the group process in preparation and delivery of oral reports~~ • ~~critique and offer suggestions for improving their own group's presentations and their classmates' group presentations~~ • ~~define a specific role as a group member~~ • ~~access and organize information as part of a group project~~ • ~~evaluate their own roles in the preparation and delivery of oral reports~~ • ~~evaluate the effectiveness of the group process in preparation and delivery of oral reports~~ • ~~critique and offer suggestions for improving their own group's presentations and their classmates' group presentations~~

10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.

a) Use media, visual literacy, and technology skills to create products.

b) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.

c) Determine the author's purpose and intended effect on the audience for media messages.

d) Identify the tools and techniques used to achieve the intended focus.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will continue to develop media literacy by comparing and contrasting visual and verbal media messages. • Students will continue to create products that reflect their expanding knowledge of media and visual literacy.	**All students should** • recognize that media messages express a viewpoint and contain values. • understand that there is a relationship between the author's intent, the factual content, and opinion expressed in media messages. • understand the purposeful use of persuasive language and word connotations convey viewpoint and bias.	**To be successful with this standard, students are expected to** • identify and analyze the sources and viewpoint of publications. • analyze, compare, and contrast visual and verbal media messages for content (word choice and choice of information), intent (persuasive techniques), impact (public opinion trends), and effectiveness (effect on the audience). • determine author's purpose, factual content, opinion, and/or possible bias as presented in media messages.

At the tenth-grade level, students will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. They will read, comprehend, critique, and analyze a variety of literary works from various cultures and eras. They will interpret ~~a variety of~~ nonfiction ~~informational~~ materials~~, such as labels, manuals, warranties, directions, applications, technical descriptions, contracts, and forms to complete specific tasks~~. Students ~~They~~ will learn to apply critical reading skills across the content areas, including history and social science, science, and mathematics. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.

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 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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will increase their independence as learners of vocabulary. • Students will use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words. • Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages *night* (English), *nuit* (French), *Nacht* (German), *nacht* (Dutch), *nicht* (Scots), *natt* (Swedish, Norwegian), *nat* (Danish), *raat* (Urdu), *nátt* (Faroese), *nótt* (Icelandic), *noc* (Czech, Slovak, Polish). • Students will evaluate the use of figurative language ~~and analogies~~ in text. • Students will use context and connotations to help determine the meaning of ~~nearly~~ synonymous words and appreciate an author's choices of words and images.	**All students should** • use word structure to analyze and relate words. • ~~recognize internal and external inflections that change meaning and pronunciation.~~ • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. • recognize that figurative language enriches text.	**To be successful with this standard, students are expected to** • use roots or affixes to determine or clarify the meaning of words. • demonstrate an understanding of idioms. • use prior reading knowledge and other study to identify the meaning of literary and classical allusions. • interpret figures of speech (e.g., *euphemism, oxymoron*) in context and analyze their role in the text. • analyze connotations of words with similar denotations. • use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). • consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. • demonstrate understanding of figurative language, word relationships, and connotations in word meanings.

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 connotation.
d) Identify the meaning of common idioms.
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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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• **Connotation** is subjective cultural and emotional. A stubborn person may be described as being either *strong-willed* or *pig-headed*. They have the same literal meaning (i.e., *stubborn*). *Strong-willed* connotes admiration for the level of someone's will, while *pig-headed* **connotes** frustration in dealing with someone. • **Denotation** is a dictionary definition of a word. • **Idiom** is an expression peculiar to a particular language or group of people that means something different from the dictionary definition. ~~relates to a natural way of using language: the way of using a language that comes naturally to its native speakers~~ (e.g., blessing in disguise, chip on your shoulder). • An **allusion** is an indirect reference to a person, place, event or thing – real or fictional. J.D. Salinger's "The Catcher in the Rye" is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story "By the Waters of Babylon" alludes to Psalm 137 in the Bible.		

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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will know the ways that literature is defined by a variety of literary works, themes, and universal themes. They will read a wide range of literary genres from different cultures and time periods in order to gain an appreciation of various cultural histories and recognize similarities in images and themes that connect all peoples. • Students will compare and contrast poetic elements that poets use to evoke an emotional response. • Students will interpret and paraphrase the meanings of poems to demonstrate understanding of the poems. • Students should understand the difference	**All students should** • ~~understand how literary works are constructed by identifying text organization and structure~~ • ~~understand rhyme, rhythm, and sound elements~~ • understand that poets use techniques ~~poets use~~ to evoke emotion in the reader. • ~~demonstrate understanding of selected poems~~ • understand that literature is universal and influenced by	**To be successful with this standard, students are expected to** • construct meaning from text by making connections between what they already know and the new information they read. • use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading. • ~~identify the text organization pattern and text structure of literary works~~ • ~~make predictions, draw inferences, and connect prior knowledge to support reading comprehension~~ • compare and contrast ~~read and understand~~ a variety of literary works from different cultures and eras, including: ° short stories; ° poems;

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d) Analyze the cultural or social function of literature.
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
between a critique and a summary: ◦ A **summary** restates what one just read in one's own words, and presents only main details, and maintains an objective voice. ◦ A **critique** analyzes what was read, offers interpretations, judgments, and evidence for support. • Students will explain ways that characterization in drama differs from that in other literary forms. • Students will use a variety of reading strategies ~~including~~ such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. • **Close reading** entails close observation of the	different cultures and eras. • analyze how an author achieves specific effects and purposes using literary devices and figurative language (e.g., understatement, mood, allusion, allegory, paradox, irony, tone). • analyze a case in which a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement).	◦ plays; ◦ novels; ◦ essays; and ◦ narrative nonfiction. • explain similarities and differences among literary genres from different cultures, such as: ◦ haikus; ◦ sonnets; ◦ fables; ◦ myths; ◦ novels; ◦ graphic novels; and ◦ short stories. • analyze the different functions that characters play in a literary text (e.g., antagonist, protagonist, foil, tragic hero).

10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.

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b) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
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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.
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m) Use reading strategies to monitor comprehension throughout the reading process.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
text, including annotating, determining all word meanings including connotations, syntax, and structure. It also involves paying close attention to figures of speech, and other features that contribute to a writer's style. Close reading also involves reflecting on deeper meanings of text including considering relationships to other texts or social or cultural history. • A complete list of literary devices is included under SOL 9.4 • Students will read and analyze poetry, focusing on rhyme, rhythm, and sound. • Students will compare and contrast poetic elements that poets use to evoke an emotional response.	• ~~understand that~~ evaluate how asides, monologues, and soliloquies focus on single characters, giving insight into their thinking and providing the audience with a deeper understanding of the play. • ~~understand dramatic conventions~~. • understand rhyme, rhythm, and sound elements. • understand techniques poets use to evoke emotion in the reader. • demonstrate understanding of	• analyze how relationships among a character's actions, dialogue, physical attributes, thoughts, feelings, and other characters reveal nuances of character (e.g., beliefs, values, social class, and gender roles) and advance the plot. • identify ~~recurring cultural~~ universal themes, such as: ◦ struggle with nature; ◦ survival of the fittest; ◦ coming of age; ◦ power of love; ◦ loss of innocence; ◦ struggle with self; ◦ disillusionment with life; ◦ the effects of ~~scientific~~ progress; ◦ power of nature; ◦ alienation and isolation; ◦ honoring the historical past;

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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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will interpret and paraphrase the meanings of poems to demonstrate understanding of the poems.	selected poems.	◦ good overcoming evil; ◦ tolerance of the atypical; ◦ the great journey; ◦ noble sacrifice; ◦ the great battle; ◦ love and friendship; and ◦ revenge. • analyze works of literature for historical information about the period in which they were written. • describe common ~~cultural~~ archetypes that pervade literature, such as the: ◦ hero/heroine; ◦ trickster; ◦ faithful companion; ◦ outsider/outcast; ◦ rugged individualist;

10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.

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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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		◦ shrew; ◦ innocent; ◦ villain; ◦ caretaker; ◦ Earth mother; ◦ rebel; ◦ misfit; ◦ mother/father figure; ◦ monster/villain; ◦ scapegoat; and ◦ lonely orphan ~~looking for a home~~. • examine a literary selection from several different critical perspectives. • analyze a particular point of view or cultural experience reflected in a literary work. • analyze the representation of a subject or a key scene in two different

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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		media. • compare and contrast ~~rhyme, rhythm, and sound elements~~ literary devices in order to ~~aid in understanding a poem's~~ convey a poem's message and elicit a reader's emotions. ◦ ~~rhyme~~; – ~~approximate (slant)~~ – ~~end;~~ – ~~internal~~ ◦ ~~alliteration;~~ ◦ ~~assonance;~~ ◦ ~~consonance;~~ ◦ ~~onomatopoeia;~~ ◦ ~~blank verse;~~ ◦ ~~iambic pentameter;~~ ◦ ~~free verse;~~ ◦ ~~repetition;~~

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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		◦ ~~refrain;~~ ◦ ~~stanza forms;~~ – ~~couplet~~ – ~~quatrain~~ – ~~sestet~~ – ~~octet (octave)~~ • ~~compare and contrast the ways in which poets use techniques to evoke emotion in the reader, including such techniques as~~ ◦ ~~rhyme~~ ◦ ~~rhythm~~ ◦ ~~meter~~ ◦ ~~figurative language~~ – ~~metaphor~~ – ~~simile~~ ◦ ~~diction~~ ◦ ~~tone~~

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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

		• interpret and paraphrase the meanings of selected poems.
		• analyze the use of dialogue, special effects, music, and set to interpret characters.
		• ~~compare and contrast character development in a play as compared to that in other literary forms, such as a short story or novel~~
		• identify and describe dramatic conventions~~, such as:~~
		  ◦ ~~aside;~~
		  ◦ ~~monologue, including soliloquy; and~~
		  ◦ ~~irony;~~
		  – ~~dramatic~~
		  – ~~verbal~~
		  – ~~situational.~~

10.5 The student will read, interpret, analyze, and evaluate nonfiction 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 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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• ~~Students will understand that reading informational texts is fundamental to being a literate person in today's society.~~ • Students need to be skilled readers of ~~informational~~ nonfictional texts and technical manuals and have the ability to apply different reading strategies when engaging with a variety of such materials. • Students will use a variety of reading strategies ~~including~~ such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.	**All students should** • ~~recognize~~ understand that background knowledge may be necessary to understand handbooks and manuals. • ~~read carefully the information in labels, warnings, directions, applications, and forms~~. • know that informational and technical writing is often non-linear, fragmented, and graphic-supported. • understand how format and style in informational text differ from those in narrative and expository texts. • understand reading strategies and in particular, how they are used to locate specific information in ~~print materials~~ informational text.	**To be successful with this standard, students are expected to** • ~~understand~~ identify the different formats and purposes of informational and technical texts. • analyze how authors use rhetoric to advance their point of view. • identify the main idea(s) in informational text. • identify essential details in complex informational passages. • locate specific information in manuals or other informational sources by using strategies such as skimming, summarizing, and highlighting. • interpret and understand information presented in maps, charts, timelines, tables, and diagrams. • make inferences and draw conclusions from informational text. • synthesize information across multiple informational texts. • ~~identify how format and style in consumer materials are different from those in narrative and expository text~~. • ~~compare and contrast product information contained in advertisements with that found in instruction manuals and warranties~~ • ~~demonstrate an understanding of information read by successfully completing simulated or actual tasks.~~

At the tenth-grade level, students will develop their persuasive, expository, and analytical writing skills ~~by analyzing and critiquing peer and professional writing~~. They will synthesize information to support a thesis, provide elaboration, and organize ideas logically. ~~They will learn effective techniques of organization and development by analyzing, revising, and evaluating various written forms and ideas.~~ They will demonstrate understanding by applying a writing process in developing written products. They will revise writing for clarity of content and edit ~~writing~~ for correct use of language, sentence formation, punctuation, capitalization, and spelling as part of the writing process.

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.
c) Elaborate ideas clearly through word choice and vivid description.
d) Write clear and varied sentences, clarifying ideas with precise and relevant evidence.
e) Organize ideas into a logical sequence using transitions.
f) Revise writing for clarity of content, accuracy, and depth of information.
g) Use computer technology to plan, draft, revise, edit, and publish writing.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will know how to move through the stages of a writing process, from planning to drafting, revising, editing, and proofreading~~, in order to produce expository writing~~. • Students will understand that expository writing is prose that explains ideas through the use of a clear general statement of the writer's point (thesis) and through the development of ideas, using specific evidence and illustrations for support. • Analytical writing uses precise language and often divides the subject into parts and provides evidence on each part. • ~~Through reader response and critical analysis, students will understand their reactions to writings and respond through formal critiques, paraphrasing ideas they have read into more concise form. In addition, they will make connections between literature and other disciplines~~. • ~~Students will collect, organize, and evaluate materials to write a documented paper.~~ • Students should have practice writing for shorter time frames as well as extended time	**All students should** • understand ~~a~~ that writing is a process. • understand expository and analytical texts and develop products that reflect that understanding. • understand effective organizational patterns. • ~~respond to literature they read~~. • ~~understand the connections between literature and other disciplines~~.	**To be successful with this standard, students are expected to** • write expository texts that: ◦ explain a process; ◦ compare and contrast ideas; ◦ show cause and effect; ◦ enumerate details; ~~and~~ or ◦ define ideas and concepts. • ~~respond to what they read by writing summaries, interpretations, and comparisons of literary, informational, and technical texts~~ • ~~use paraphrasing to summarize and synthesize ideas in both literature and content-area texts~~. • develop written products that demonstrate their understanding of composing, written expression, and usage/mechanics. • write persuasively and analytically on a variety of literary and nonliterary subjects. • develop writing that analyzes complex issues. • plan and organize their ideas for writing. • state a thesis and support it. • elaborate ideas in order to provide support for the thesis. • ~~elaborate ideas clearly through word choice and vivid description~~

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.
c) Elaborate ideas clearly through word choice and vivid description.
d) Write clear and varied sentences, clarifying ideas with precise and relevant evidence.
e) Organize ideas into a logical sequence using transitions.
f) Revise writing for clarity of content, accuracy, and depth of information.
g) Use computer technology to plan, draft, revise, edit, and publish writing.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
frames .		• use visual and sensory language as needed for effect. • vary sentence structures for effect. • identify and apply features of the writing domains, including ◦ effective organization; ◦ clear structure; ◦ sentence variety; ◦ unity and coherence; ◦ tone and voice; ◦ effective word choice; ◦ clear purpose; ◦ appropriate mechanics and usage; and ◦ accurate and valuable information. • develop ideas deductively and inductively and organize ideas into a logical sequence, applying effective organizational patterns/techniques, such as: ◦ comparison/contrast; ◦ chronological order; ◦ spatial layout; ◦ cause and effect; ◦ definition; ◦ order of importance; ◦ explanation; ◦ generalization; ◦ classification; ◦ enumeration; and

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.
c) Elaborate ideas clearly through word choice and vivid description.
d) Write clear and varied sentences, clarifying ideas with precise and relevant evidence.
e) Organize ideas into a logical sequence using transitions.
f) Revise writing for clarity of content, accuracy, and depth of information.
g) Use computer technology to plan, draft, revise, edit, and publish writing.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		° problem/solution. • evaluate analytical writing by examining and understanding how individual parts of the text relate to the whole, including the writing's purpose and structure. • revise writing for clarity of content and presentation. • use peer- and self-evaluation to review and revise writing. • <u>use computer technology to assist in the writing process.</u> • ~~proofread and prepare final product for intended audience and purpose~~

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.
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.
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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will continue to build knowledge of grammar through the application of rules for parts of a sentence and text. • Students will use a style manual, such as MLA or APA, to punctuate and format sentences and text. • Students will analyze writings critically, using knowledge of composition, written expression, sentence formation, and usage/mechanics. They will also suggest ways that writings can be improved. • Students will describe how writers accomplish their intended purpose.	**All students should** • understand that active voice means that the subject of a verb *performs* the action and passive voice means that the subject of a verb *receives* the action. • use colons according to rules governing their use. • ~~use a style manual to apply rules for punctuation and formatting of direct quotations.~~ • ~~recognize and understand in what they read the specific writing domains of composing, written expression, and usage/mechanics~~ • understand how writers use organization and details to	**To be successful with this standard, students are expected to** • distinguish between active voice and passive voice to convey a desired effect. • know and apply the rules for the use of a colon: ° before a list of items; ° before a long, formal statement or quotation; and ° after the salutation of a business letter. • use direct quotations in their writing, applying MLA or APA style for punctuation and formatting. • ~~suggest how writing might be improved~~. • use peer- and self-evaluation to edit writing. • proofread and prepare final product for intended audience and purpose. • ~~use a handbook to~~ correct grammatical or usage errors.

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.
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.
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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	communicate their purposes.	

At the tenth-grade level, students will develop skills in accessing, evaluating, organizing, and presenting information in the research process. Students will verify the validity of all information and follow ethical and legal guidelines for using and gathering information. They will also credit sources for quoted and paraphrased information, using a standard method of documentation. Students will present writing in a format appropriate for audience and purpose.

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.
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.
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).
f) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will utilize a variety of sources to access ideas, evaluate the information for accuracy and relevance, and organize the facts into an oral presentation, a written report, or a visual product. • Students will provide documentation to support their research product. • Students will understand that plagiarism is the theft of intellectual property. • Students will understand that there are consequences of plagiarism according to the guidelines established by local school divisions and the law.	**All students should** • understand the steps involved in organizing information gathered from research. • verify the accuracy and usefulness of information. • ~~understand the use of in-text citations and works-cited pages in crediting sources of information.~~ • understand the appropriate format for citing sources of information. • understand that using standard methods of documentation is one way to protect the intellectual property of writers.	**To be successful with this standard, students are expected to** • use technology, along with other resources, to gather information from various sources by summarizing, paraphrasing, and supporting a thesis. • organize information ~~coherently~~ and maintain coherence throughout the writing based on the topic, purpose, and audience. • use organizational patterns/techniques, such as: ◦ comparison/contrast; ◦ chronological order; ◦ spatial layout; ◦ cause and effect; ◦ definition; ◦ order of importance; ◦ explanation; ◦ enumeration; and ◦ problem/solution. • ~~present information in an appropriate format~~. • evaluate sources for their credibility, reliability, strengths, and limitations. • demonstrate ability to distinguish between reliable and unreliable sources. • distinguish one's own ideas from information created or discovered by others.

10.8 The student will collect, evaluate, organize, and present information to create a research product.

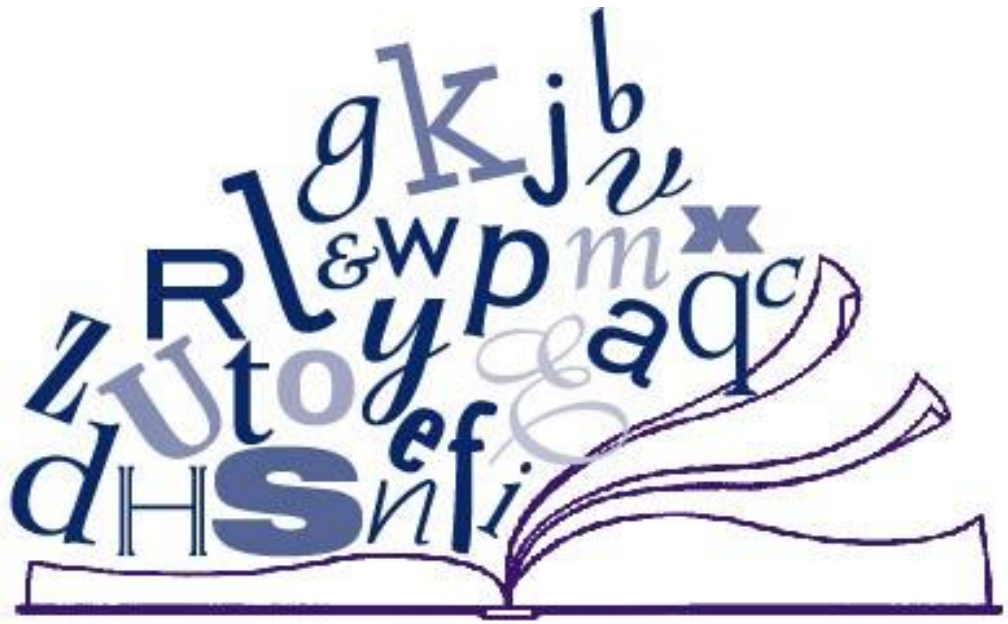
a) Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.
b) Develop the central idea or focus.
c) Verify the accuracy, validity, and usefulness of information.
d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
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).
f) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

		• cite primary and secondary sources of information, using the MLA or APA method of documentation for in-text citations and works-cited pages.
		• avoid plagiarism by:
		  ◦ understanding that *plagiarism* is an act of presenting someone else's ideas as one's own;
		  ◦ citing correctly sources to give credit to the author of an original work;
		  ◦ recognizing that sources of information must be cited even when the information has been paraphrased; and
		  ◦ using quotation marks when someone else's exact words are quoted.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Eleven



Final Review
November 18, 2010

Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the eleventh-grade level, students will use a variety of oral-communication skills and provide accurate evidence to give informative and persuasive oral presentations. They will also critique and assess the effectiveness of persuasive presentations by others. In addition, students will examine how persuasive media messages influence audiences' beliefs and behaviors.

11.1 The student will make informative and persuasive presentations.

a) Gather and organize evidence to support a position.
b) Present evidence clearly and convincingly.
c) Address counterclaims.
d) Support and defend ideas in public forums.
e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
f) Monitor listening and use a variety of active listening strategies to make evaluations.
g) Use presentation technology.
h) Collaborate and report on small-group learning activities.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will give effective informative and persuasive presentations, using appropriate oral-communication skills. • Students will use grammatically correct language in preparation and presentation of ideas and thoughts. • Students will become critical listeners by assessing the effectiveness of oral presentations.	**All students should** • understand how reading, writing, and discussion can be used to generate ideas and plan presentations. • understand how to support and defend their ideas. • understand rhetorical devices and techniques. • identify speech appropriate for audience, topic, and situation. • understand effective oral-delivery techniques. • evaluate and critique content and delivery of oral presentations.	**To be successful with this standard, students are expected to** • define a position and select evidence to support that position through reading, writing, and discussion. • establish a purpose. • develop well organized presentations to defend a position or present information. • apply and evaluate persuasive rhetorical devices and techniques including rhetorical questioning, parallel structuring, metaphor, imagery, figures of speech, alliterative expressions, etc. • use effective evidence and oral-delivery skills to convince an audience. • make oral-language choices based on predictions of target audience response. • listen actively by asking clarifying and elaborating questions. • develop effective multi-media presentations. • ~~define group goals and work together to report on learning.~~ • demonstrate mastery of content through small group collaboration.

11.1 The student will make informative and persuasive presentations.

a) Gather and organize evidence to support a position.
b) Present evidence clearly and convincingly.
c) Address counterclaims.
d) Support and defend ideas in public forums.
e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
f) Monitor listening and use a variety of active listening strategies to make evaluations.
g) Use presentation technology.
h) Collaborate and report on small-group learning activities.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
.	**All students should** • understand effective oral-delivery techniques. • evaluate and critique content and delivery of oral presentations.	**To be successful with this standard, students are expected to** • maintain appropriate eye contact. • address an audience with appropriate: ° volume; ° enunciation; ° language choices; and ° poise. • adopt appropriate tone. • maintain appropriate rhythm. • evaluate the use of persuasive techniques, such as: ° introduction (for securing interest and establishing unity); ° organization; ° proof/support; ° logic; ° loaded language; ° rhetorical devices, such as: – call to action – elevated language – rhetorical question – appeals to emotion – repetition – figurative language – <u>addressing counterclaims</u> ° conclusion.

11.1 The student will make informative and persuasive presentations.

a) Gather and organize evidence to support a position.
b) Present evidence clearly and convincingly.
c) Address counterclaims.
d) Support and defend ideas in public forums.
e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
f) Monitor listening and use a variety of active listening strategies to make evaluations.
g) Use presentation technology.
h) Collaborate and report on small-group learning activities.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• 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.

a) Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess.
b) Use media, visual literacy, and technology skills to create products.
c) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
d) Determine the author's purpose and intended effect on the audience for media messages.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will continue to develop media literacy by examining how media messages influence people's beliefs and behaviors.	**All students should** • recognize that media messages express viewpoints and contain values to influence the beliefs and behaviors of the intended audience. • understand the difference between ***objectivity,*** or fact, and ***subjectivity,*** or bias, in media messages. • realize the purposeful use of persuasive language and word connotations to convey viewpoint and bias. • analyze how the media's use of symbol, imagery, and metaphor affects the message.	**To be successful with this standard, students are expected to** • organize knowledge and display learning using visual images, text, graphics, and/or music to create media messages with visual, audio, and graphic effects. • demonstrate an awareness of the transactional and interactive nature of media by considering audience, context, and purpose in all stages of media production. • evaluate visual and verbal media messages for content (word choice and choice of information), intent (persuasive techniques), impact (public opinion trends), and effectiveness (effect on the audience). • determine author's purpose and distinguish factual content from opinion and possible bias. • analyze and critique how media reach the targeted audience for specific purposes (to persuade, to entertain, to provoke to action, to appeal to ethics or beliefs, etc.).

At the eleventh-grade level, students will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. Students will enhance their appreciation for literature by studying both classic and contemporary American literature. They will read a variety of literary genres and informational texts to identify the prevalent themes in American literature that are reflective of American history and culture. They will continue to develop vocabulary and reading comprehension skills and will apply those skills in other content areas, including history and social science, science, and mathematics. In addition, students will identify the contributions of other cultures to the development of American literature. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.

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 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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will increase their independence as learners of vocabulary. • Students will use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words. • Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., *night* (English), *nuit* (French), *Nacht* (German), *nacht* (Dutch), *nicht* (Scots), *natt* (Swedish, Norwegian), *nat* (Danish), *raat* (Urdu), *nátt* (Faroese), *nótt* (Icelandic), *noc* (Czech, Slovak, Polish). • Students will evaluate the use of figurative language ~~and analogies~~ in text. • Students will use context and connotations to help determine the meaning of ~~nearly~~ synonymous words and appreciate an author's choices of words and images. • **Connotation** is subjective, cultural, and emotional. A stubborn person may be	**All students should** • use word structure to analyze and relate words. • ~~recognize internal and external inflections that change meaning and pronunciation.~~ • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. • recognize that figurative language enriches text.	**To be successful with this standard, students are expected to** • use roots or affixes to determine or clarify the meaning of words. • demonstrate an understanding of idioms. • use prior reading knowledge and other study to identify the meaning of literary and classical allusions. • interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their roles in the text. • analyze the connotation of words with similar denotations. • use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). • consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. • demonstrate understanding of figurative language, word relationships, and connotations in word meanings.

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 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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
described as being either *strong-willed* or *pig-headed*. They have the same literal meaning (i.e., *stubborn*). *Strong-willed* connotes admiration for the level of someone's will, while *pig-headed* **connotes** frustration in dealing with someone. • **Denotation** is a dictionary definition of a word. • **Idiom** is an expression peculiar to a particular language or group of people that means something different from the dictionary definition. ~~relates to a natural way of using language: the way of using a language that comes naturally to its native speakers~~ (e.g., blessing in disguise, chip on your shoulder). • An **allusion** is an indirect reference to a person, place, event, or thing – real or fictional. J.D. Salinger's "The Catcher in the Rye" is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story "By the Waters of Babylon" alludes to Psalm 137 in the Bible.		

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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will understand literature as it relates to the cultural and historical period in which it was written. More specifically, students will recognize how authors are influenced by the ideas and values of their times. For this reason, literary selections typically reflect not only the values and ideas of the authors who wrote them but also the values and ideas of the times in which they were written. Students will also learn how the ideas presented in literary works may influence the values or conditions of the society in which the works were written. • Students will read, analyze, critique, and compare a variety of contemporary and traditional poetry. • A list of poetic elements and techniques is included in the "Essential Knowledge, Skills,	**All students should** • understand characteristics and cultures of historical periods and literary movements associated with each century. • recognize and understand universal characters, themes, and motifs in American literature. • understand how an author's intent is achieved by the use of context and language. • understand dramatic conventions and devices ~~used by playwrights to present ideas~~.	**To be successful with this standard, students are expected to** • use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading. • discuss how the subject matter, style, literary type, theme, and purpose of literary works often reflect the culture and events of the times in which the works were written. • analyze how connections among motifs, setting, character traits, character development, and plot suggest multiple ~~levels of~~ themes. • analyze and critique themes across texts and within various social, cultural, and historical contexts. • ~~describe and contrast historical periods from which particular literary pieces derive and the cultures that they portray~~. • describe and contrast literary movements and representative texts associated with each ~~century~~ literary movement, including how two or more texts from

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
and Processes" column for English SOL ~~10.5~~ ~~10.4~~.9.4 • Students will read and critique a variety of dramatic selections. • ~~Students will identify and explain specific dramatic conventions or devices used by playwrights to present ideas.~~ • ~~Lists of staging components and scripting components are included in the "Essential Knowledge, Skills, and Processes" column for English SOL 9.5.~~ • A complete list of literary devices is found in Essential Knowledge, Skills, and Processes column for SOL 9.4. • Students will use a variety of reading strategies ~~including~~ such as text annotation, QAR (Question-Answer Relationship),	• ~~understand verbal, situational, and dramatic irony~~	the same period treat similar themes or topics. Literary movements include: ◦ Colonialism/Puritanism (17th century); ◦ Revolutionary movement/Rationalism (18th century); ◦ Romanticism, Transcendentalism, Regionalism, Realism, Naturalism (19th century); ◦ Symbolism/Modernism, Harlem Renaissance, Postmodernism (20th century); and ◦ Contemporary poetry (21st Century) • differentiate among ~~universal~~ archetypal characters in American literature, such as the: ◦ hero/heroine; ◦ trickster; ◦ faithful companion; ◦ outsider/outcast; ◦ rugged individualist; ◦ innocent; ◦ villain; ◦ caretaker;

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
thinking aloud, etc. • **Close reading** entails close observation of the text, including annotating, determining all word meanings including connotations, syntax, and structure. It also involves paying close attention to figures of speech, and other features that contribute to a writer's style. Close reading also involves reflecting on deeper meanings of text, including considering relationships to other texts or social or cultural history.		◦ Earth mother; ◦ rebel; ◦ misfit; ◦ lonely orphan ~~looking for a home~~; ◦ shrew; ◦ mother/father figure; ◦ monster/villain; and ◦ scapegoat. • identify major themes in American literature, such as: ◦ the American Dream; ◦ loss of innocence; ◦ coming of age; ◦ relationship with nature; ◦ relationship with society; ◦ relationship with science; ◦ alienation and isolation; ◦ survival of the fittest; ◦ disillusionment; and

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		° rebellion and protest. • analyze texts to identify the author's attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts. • analyze the representation of a subject or a key scene in two different media. • describe how the use of context and language structures conveys an author's intent and viewpoint. • analyze the impact of the author's choices in developing the elements of a story or drama (e.g., setting, plot structure, and character development). • demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. • analyze a case in which a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement).

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.
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c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• ~~read works by significant and representative poets from each literary movement associated with each century, such as:~~ ◦ ~~Colonialism/Puritanism (17th century);~~ ◦ ~~Revolutionary movement/Rationalism (18th century);~~ ◦ ~~Romanticism, Transcendentalism, Regionalism, Realism, Naturalism (19th century);~~ ◦ ~~Symbolism/Modernism, Harlem Renaissance, Postmodernism (20th century); and~~ ◦ ~~Contemporary poetry (21st century).~~ • ~~identify and understand the elements of classic poetry:~~ ◦ ~~elevated language/style;~~ ◦ ~~figurative language;~~ ◦ ~~rhyme; and~~ ◦ ~~strong regularity in metrical patterns.~~ • use poetic elements to explain, analyze, and evaluate poetry. • compare and contrast the subject matter, theme, form, language, development, and purpose of works of classic poets with those of

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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.
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		contemporary poets. • compare how poems of the same form use elements - sound, figurative language, imagery, symbols, and allusions - differently to convey meaning. • identify and discuss the elements and techniques that poets use to achieve a desired result, such as: ◦ imagery; ◦ precise word choice; ◦ sound devices; ◦ metrical patterns; and ◦ metaphorical/figurative language. • describe the language choices and devices that authors use, such as: ◦ rhetorical question; ◦ sarcasm; ◦ satire; ◦ parallelism; ◦ connotation/denotation;

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		◦ pun; ◦ irony; ◦ tone; ◦ dialect; ◦ diction; and ◦ figurative language. • ~~describe the language choices and devices that authors use~~ • identify and describe dramatic conventions. ◦ ~~stage directions;~~ ◦ ~~soliloquy;~~ ◦ ~~monologue;~~ ◦ ~~aside; and~~ ◦ ~~irony~~ ◦ ~~verbal~~ ◦ ~~situational~~ ◦ ~~dramatic.~~ • compare and evaluate adaptations and interpretations of a script for stage,

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k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		film, ~~or~~ television or other media.

11.5 The student will read and analyze a variety of nonfiction 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 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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will read, understand, and use a variety of informational texts. They will develop specific reading skills in order to generalize ideas, make predictions, and follow directions. They will identify and analyze the steps in their own reading process in order to broaden their critical understanding. • Students should recognize persuasive techniques such as: ◦ ad hominem – means "to the man" does not argue the issue, instead it argues the person; ◦ red herring – is a deliberate attempt to divert attention; ◦ straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man"); and ◦ begging the question – assumes the conclusion is true without proving it; circular argument. • Students will use a variety of reading	**All students should** • understand how to analyze informational material. • understand reading strategies and use those strategies to analyze text.	**To be successful with this standard, students are expected to** • analyze ~~and use~~ the ~~basic~~ vocabulary (jargon, technical terminology, and content-specific) and ~~concepts~~ ideas of informational texts ~~in all~~ from various academic disciplines in order to clarify understandings of concepts. • ~~analyze key vocabulary, such as jargon, technical terms, and content-specific vocabulary~~ • know the purpose of the text they are to read and their own purpose in reading it. • use format (page design and layout), text structures, and features to aid in understanding of text. • understand how an organizational pattern enhances the meaning of a text. • ~~develop effective applications, essays, résumés, and employment forms through simulations and real-life opportunities~~ • ~~identify~~ distinguish main ideas ~~and~~ from supporting details in complex informational text to generalize ideas and make predictions about other texts • ~~apply their knowledge of specific genres and forms to other texts~~ • ~~make predictions about other texts~~

11.5 The student will read and analyze a variety of nonfiction 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.
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
strategies ~~including~~ such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.		• analyze information from a text to make inferences and draw conclusions. • analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. • compare and contrast how two or more texts treat two or more of the same ideas and analyze the development of those ideas including how they interact and build on one another to provide a complex analysis. • provide an objective summary of the text. • analyze how a variety of logical arguments could reach conflicting conclusions. • evaluate the relevance and quality of evidence used to support a claim. • analyze and identify false premises that intentionally manipulate audiences. • determine an author's point of view or purpose in a rhetorically rich text, analyzing how ambiguity, contradiction, paradox, irony, hyperbole, overstatement, and understatement contribute to text. • before, during, and after reading texts, generate and respond to a variety of critical thinking questions to activate prior knowledge, engage actively with learning new information, and reflect on new learning or fresh

11.5 The student will read and analyze a variety of nonfiction 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 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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		insights.

At the eleventh-grade level, students will write in a variety of forms with an emphasis on persuasion~~ve essays and professional correspondence~~. They will produce arguments in writing that demonstrate knowledgeable judgments and address counterclaims. Students will use their knowledge of genres, formats, purposes, audiences, and situations to produce clear and effective products that reflect use of all stages of a writing process.

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.
c) Organize ideas in a sustained and logical manner.
d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.
e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
f) Revise writing for clarity of content, accuracy and depth of information.
g) Use computer technology to plan, draft, revise, edit, and publish writing.
h) Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will use a process for writing to communicate clearly and persuasively. • Students will support a position by selecting valid information and amplifying their text logically. • Students will understand that active constructions are preferred. • Students will avoid false premises in writing including, but not limited to those listed as persuasive techniques under SOL 11.5. • ~~Students will collect, organize, and evaluate information to produce a documented research product.~~ • Students will write clear and accurate personal, professional, and informational correspondence. They will use a writing process to develop real-world, practical products. • Students should have practice writing for shorter time frames as well as extended time frames.	**All students should** • understand that ~~a~~ writing is a process. • locate and select appropriate information that clearly supports a definite purpose and position. • understand that vocabulary is used to develop voice and tone for a specific audience, purpose, or situation. • understand revision strategies. • ~~understand how to adapt models of professional and personal correspondence for their own purposes~~ • ~~understand how technology can be used to access, develop, and modify documents.~~	**To be successful with this standard, students are expected to** • ~~plan and organize ideas for writing~~. • apply a variety of planning strategies to generate and organize ideas. • ~~develop a clear focus for writing~~ • present a thesis that focuses on the problem or argument to be solved. • anticipate and address the counterevidence, counterclaims, and counterarguments. • use effective rhetorical appeals, to establish credibility and persuade intended audience. • refine the thesis by considering whether the claim is relevant, interesting, logical, and meaningful. • understand a variety of organizational patterns. • ~~present information in a logical manner~~. • use appropriate and varied transitions to link sentences and paragraphs. • elaborate ideas clearly and accurately. • show how evidence supports each main point of the argument and justify why the evidence credibly supports the claims.

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.
c) Organize ideas in a sustained and logical manner.
d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.
e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
f) Revise writing for clarity of content, accuracy and depth of information.
g) Use computer technology to plan, draft, revise, edit, and publish writing.
h) Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims. • organize the reasons and evidence logically. • use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation. • select an appropriate audience by analyzing assumptions, values, and background knowledge. • develop the topic thoroughly by selecting facts, details, quotations, and appropriate examples for the audience and purpose. • ~~revise writing for accuracy and depth of information~~. • ~~use available technology to plan, draft, revise, edit, and publish writing including correspondence for academic and professional purposes~~. • use MLA (Modern Language Association) or APA (American Psychological Association) style for formatting rules and documentation. • ~~complete employment forms through simulations and real-life opportunities.~~ • ~~complete applications, essays, and résumés for college admission through simulations and real-life opportunities.~~ • ~~revise writing for style and language~~.

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.
c) Organize ideas in a sustained and logical manner.
d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.
e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
f) Revise writing for clarity of content, accuracy and depth of information.
g) Use computer technology to plan, draft, revise, edit, and publish writing.
h) Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• ~~understand and use models of professional, personal, and informational correspondence and other writings, such as~~ ◦ ~~business letters, including~~ ◦ ~~letters of recommendation~~ ◦ ~~cover letters for résumés~~ ◦ ~~personal letters~~ ◦ ~~memos~~ ◦ ~~proposals~~ ◦ ~~résumés~~ • ~~use technology to access, develop, and modify documents for professional and informational purposes.~~

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.
b) Use verbals and verbal phrases to achieve sentence conciseness and variety.
c) Distinguish between active and passive voice.
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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will use a style manual, such as MLA or APA, in producing research projects. • Students will understand and apply rules for the use of verbals and verbal phrases. • Students will understand active voice is preferable to passive voice.	**All students should** • understand and apply the rules of the MLA, APA, or other style manual in producing research projects. • understand verbals and verbal phrases and use them appropriately in writing. • use grammatical conventions to vary syntax ~~adjust sentence~~ and paragraph structures for a variety of purposes and audiences.	**To be successful with this standard, students are expected to** • apply MLA or APA style for punctuation conventions and formatting direct quotations. • ~~apply rules for the following verbals:~~ ◦ ~~gerund;~~ ◦ ~~infinitive; and~~ ◦ ~~participle.~~ • use correctly the ~~apply rules for the~~ following verbal phrases in writing: ◦ gerund phrase; ◦ infinitive phrase; ◦ participial phrase; and ◦ absolute phrase. • place main subjects of sentences in front of strong, active verbs and avoid forms of the verb "to be" [The baseball was thrown by the pitcher (passive construction); better: The pitcher threw the baseball (active construction).] • use in-text citations including parenthetical references and a corresponding list of works cited at the end of the paper. • use clauses and phrases for sentence variety. • revise and edit writing for appropriate style and language in informal and formal contexts.

At the eleventh-grade level, students will engage in research that requires the selection, evaluation, use, and documentation of a variety of sources. Students will verify the validity of all information and follow ethical and legal guidelines for using and gathering information. Each student will present a research product that is clearly written and accurately documented according to a standard form of documentation.

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.
b) Narrow a topic and develop a plan for research.
c) Collect information to support a thesis.
d) Critically evaluate quality, 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.
f) Synthesize and present information in a logical sequence.
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).
h) Revise writing for clarity of content, accuracy, and depth of information.
i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.
j) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will compose a documented research product that is based on valid resources and procedures. • Students will collect, organize, and evaluate the quality and accuracy of information to ensure that it is ~~up-to-date~~ current, factual, and reliable. • Students will recognize consequences of plagiarism according to the guidelines established by ~~local~~ school divisions.	**All students should** • understand how to evaluate sources of information to determine reliability. • understand how to develop a plan and collect information. • understand how to use technology to access, organize, and develop writing. • understand plagiarism has meaningful consequences.	**To be successful with this standard, students are expected to** • utilize technology to conduct research, organize information, and develop writing. • identify and narrow a topic for research through a variety of strategies, such as mapping, listing, brainstorming, ~~and~~ webbing, and using an Internet search engine. • develop a plan to locate and collect relevant information about the chosen topic. • identify a variety of primary and secondary sources of information. • generate notes while following a logical note-taking system. • preview resource materials to aid in selection of a suitable topic. • identify valid main and supporting ideas in various sources and distinguish them from misconceptions and biased points of view when information conflicts. • synthesize information in a logical sequence.

11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.

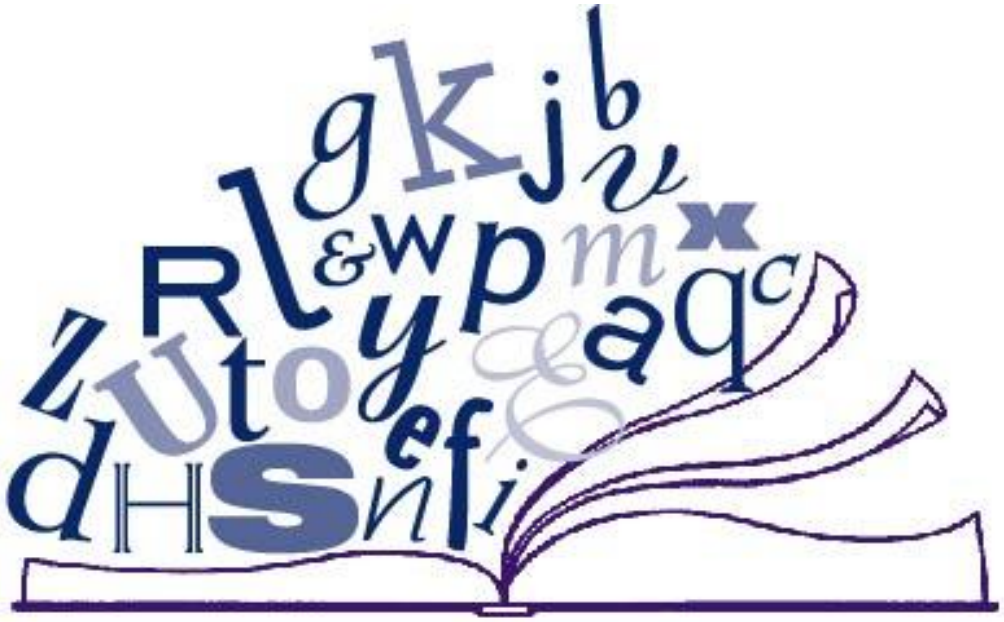
a) Use technology as a tool to research, organize, evaluate, and communicate information.
b) Narrow a topic and develop a plan for research.
c) Collect information to support a thesis.
d) Critically evaluate quality, accuracy, and validity of information.
e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
f) Synthesize and present information in a logical sequence.
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).
h) Revise writing for clarity of content, accuracy, and depth of information.
i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.
j) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

		• document print and electronic sources using MLA or APA style, including in-text citation and corresponding works-cited list.
		• incorporate ideas and quotations skillfully by directly quoting, paraphrasing, or summarizing text from reliable sources and citing them appropriately.
		• revise writing for effect, clarity, accuracy, and depth of information.
		• follow style manual conventions to ~~ensure~~ edit materials for correct grammar, spelling, punctuation, and capitalization~~, and for clarity of content and effect~~.
		• avoid plagiarism by:
		  ° understanding that *plagiarism* is the act of presenting someone else's ideas as one's own;
		  ° recognizing that one must correctly cite sources to give credit to the author of an original work;
		  ° recognizing that sources of information must be cited even when the information has been paraphrased; and
		  ° using quotation marks when someone else's exact words are quoted.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Twelve



Final Review
November 18, 2010

Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the twelfth-grade level, students will use organizational skills, audience awareness, appropriate vocabulary and grammar, and verbal and nonverbal presentation skills to plan and deliver an effective ~~5 to 10 minute~~ formal oral presentation. Students will use a variety of listening skills to evaluate oral presentations. In addition, students will examine media messages for their objectivity, subjectivity, and effects on the audience.

12.1 The student will make a formal oral presentation in a group or individually.

a) Choose the purpose of the presentation.
b) Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose.
c) Use details, illustrations, statistics, comparisons, and analogies to support the presentation.
d) Use media, visual literacy, and technology skills to create and support the 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, 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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will develop skills in preparing and delivering formal oral presentations. To this end, they will develop skills in identifying a purpose, researching topics, developing content, and delivering presentations. • ~~Students will learn to evaluate the effectiveness of speeches and develop critiques of presentations~~.	**All students should** • recognize that the major purposes of speeches include exposition, persuasion, inspiration, entertainment, or recognition of special occasions (e.g., acceptance, welcome, or thank-you speeches). • understand that semantics involves words and word order specifically chosen for the meaning intended. • recognize rhetoric as the art of persuasion, especially using devices such as repetition, parallelism, and rhetorical question. • ~~understand the components of effective presentations~~.	**To be successful with this standard, students are expected to** • make a 5-10 minute oral presentation alone and/or as part of a group. • organize and develop a speech, using ~~an order~~ steps in the process such as: ◦ selection of a topic related to audience and situation; ◦ determination of purpose; ◦ research; ◦ development of an outline, including introduction, body, and conclusion; ◦ practice; and ◦ presentation. • choose appropriate vocabulary, language, and tone for the selected topic, purpose, context, and audience. • develop content through inclusion of: ◦ a combination of facts and/or statistics; ◦ examples; ◦ illustrations; ◦ anecdotes and narratives; ◦ reference to experts; ◦ quotations; ◦ analogies and comparisons; and ◦ logical argumentation of their reasoning. • use effective delivery created through a combination of: ◦ clear purpose;

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a) Choose the purpose of the presentation.
b) Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose.
c) Use details, illustrations, statistics, comparisons, and analogies to support the presentation.
d) Use media, visual literacy, and technology skills to create and support the presentation.
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f) Collaborate and report on small group learning activities.
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h) Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.
i) Critique effectiveness of presentations.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		◦ organization and development of content; ◦ semantics; ◦ rhetoric; ◦ visual aids; ◦ voice modulation and strength; ◦ gestures, stance, and eye contact; and ◦ sufficient practice of delivery. • use appropriate and effective visual aids and/or technology to support presentations. • use grammatically correct language and appropriate vocabulary. • work together to establish group goals, define individual roles, and report on learning activities. • evaluate a formal presentation by analyzing and critiquing the effectiveness of the speaker's demeanor, voice, language, gestures, clarity of thought, organization of evidence, relevance, and delivery. • monitor audience feedback, engagement, and understanding, ~~and agreement~~ to adjust delivery and content. • ~~analyze and critique the relationships among purpose, audience, and content of a presentation.~~ • analyze and critique the effectiveness of purpose and content of a presentation with respect to how the audience responds.

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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will continue to develop media literacy by examining how media messages influence people's beliefs and behaviors.	**All students should** • recognize that media messages express points of view and contain values to influence the beliefs and behaviors of the intended audience. • understand the difference between ***objectivity,*** or fact, and ***subjectivity,*** or bias, in media messages. • realize the purposeful use of persuasive language and word connotations to convey viewpoint and bias.	**To be successful with this standard, students are expected to** • organize knowledge and display learning using visual images, text, graphics, and/or music to create media messages with visual, audio, and graphic effects. • evaluate visual and verbal media messages for content (word choice and choice of information), intent (persuasive techniques), impact (public opinion trends), and effectiveness (effect on the audience). • determine author's purpose and distinguish factual content from opinion and possible bias. • analyze and critique how media reach the targeted audience for specific purposes (to persuade, to entertain, to push to action, to appeal to ethics or beliefs, etc.). • identify fact and opinion in media messages and how those elements relate to purpose and audience.

At the twelfth-grade level, students will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. They will analyze British literature and literature of other cultures with emphasis on the many classic works that may be studied. In addition, students will read ~~informational~~ nonfiction and technical texts and continue to develop their own reading-process skills. Students will apply these reading skills in other content areas, including history and social science, science, and mathematics. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.

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 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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will increase their independence as learners of vocabulary. • Students will be exposed to affixes, including prefixes and suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts may be related to each other in meaning and origin. • Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., *night* (English), *nuit* (French), *Nacht* (German), *nacht* (Dutch), *nicht* (Scots), *natt* (Swedish, Norwegian), *nat* (Danish), *raat* (Urdu), *nátt* (Faroese), *nótt* (Icelandic), *noc* (Czech, Slovak, Polish). • Students will evaluate the use of figurative language and analogies in text. • Students will use context and connotations to help determine the meaning of ~~nearly~~ synonymous words and appreciate an author's choices of words and images. • **Connotation** is subjective, cultural, and emotional. A stubborn person may be described	**All students should** • use word structure to analyze and relate words. • ~~recognize internal and external inflections that change meaning and pronunciation.~~ • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. • recognize how ~~that~~ figurative language enriches text.	**To be successful with this standard, students are expected to** • use roots or affixes to determine or clarify the meaning of words. • demonstrate an understanding of idioms. • use prior reading knowledge and other study to identify the meaning of literary and classical allusions. • interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their role in the text. • analyze connotations of words with similar denotations. • use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). • consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. • demonstrate understanding of figurative language, word relationships, and connotations in word meanings.

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.
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
as being either *strong-willed* or *pig-headed*. They have the same literal meaning (i.e., *stubborn*). *Strong-willed* connotes admiration for the level of someone's will, while *pig-headed* **connotes** frustration in dealing with someone. • **Denotation** is a dictionary definition of a word. • **Idiom** is an expression peculiar to a particular language or group of people that means something different from the dictionary definition. ~~relates to a natural way of using language: the way of using a language that comes naturally to its native speakers~~ (e.g., blessing in disguise, chip on your shoulder). • An **allusion** is an indirect reference to a person, place, event, or thing – real or fictional. J.D. Salinger's "The Catcher in the Rye" is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story "By the Waters of Babylon" alludes to Psalm 137 in the Bible .		

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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will understand how British literature has influenced and has been influenced by the literature of other cultures. • Students will trace and examine the development of British literature and the literature of other cultures by recognizing characteristics of chronological periods and literary techniques. Students will relate literary works and their authors to major themes and issues. • Students will understand that critical evaluation is the process of judging the merit or value of a piece of literature and that the process includes evaluating the author's effectiveness in integrating component parts to create a whole. • ~~Students will use critical analysis to judge the merit of a dramatic selection. Critical analysis includes determining the author's effectiveness in integrating component parts of a drama to create a whole~~. • A complete list of literary devices is found in	**All students should** • recognize literary forms employed in major literary eras. • recognize the literary characteristics of the major chronological eras. • understand how a writer's choice of words reveals the content of a poem and the speaker's attitude regarding the content of the poem. • understand how the subject and mood of the poem are supported or reinforced through the use of sound structures. • understand a reader's response to ~~the poem~~ poetry is manipulated by imagery and figures of speech.	**To be successful with this standard, students are expected to** • use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading. • analyze texts to identify the author's attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts. • analyze the representation of a subject or a key scene in two different media . • ~~identify literary forms, such as~~ ◦ ~~epic~~ ◦ ~~tragedy~~ ◦ ~~comedy~~ ◦ ~~sonnet and other poetic forms~~ ◦ ~~essay~~ ◦ ~~journal/diary~~ ◦ ~~satire~~ • identify the literary characteristics of specific eras, such as: ◦ Anglo-Saxon/Medieval period; ◦ Tudor/Renaissance period; ◦ Neoclassical period;

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
Essential Knowledge, Skills, and Processes column for SOL 9.4. • **Close reading** entails close observation of the text, including annotating, determining all word meanings including connotations, syntax, and structure. It also involves paying close attention to figures of speech, and other features that contribute to a writer's style. Close reading also involves reflecting on deeper meanings of text including considering relationships to other texts or social or cultural history. • Students will use a variety of reading strategies ~~including~~ such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.	• understand traditional and contemporary dramatic works of authors from a variety of cultures. • identify and understand the most effective elements of a selected play.	◦ Restoration Age; ◦ Romantic and Victorian periods; and ◦ Modern and Postmodern periods. • recognize major themes and issues related to: ◦ religious diversity; ◦ political struggles; ◦ ethnic and cultural mores and traditions; and ◦ individual rights, gender equity, and civil rights. • distinguish between what is directly stated in a text from what is intended or implied ~~really meant~~ because of the use of satire, sarcasm, irony, or understatement. • analyze how British literature has provided social commentary on various cultural developments including religious and political struggles, changing mores and traditions, etc. • ~~identify sound structures, such as~~ ◦ ~~rhyme~~ ◦ ~~rhythm~~ ◦ ~~repetition~~ ◦ ~~alliteration~~ ◦ ~~assonance~~

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		◦ ~~consonance~~ ◦ ~~onomatopoeia~~ ◦ ~~parallelism~~ • explain how the choice of words in a poem creates tone. • explain how the reader's response to the poem is manipulated by imagery, figures of speech, and diction (word choice)~~, such as~~. ◦ ~~metaphor~~ ◦ ~~simile~~ ◦ ~~analogy~~ ◦ ~~symbolism~~ ◦ ~~personification~~ ◦ ~~paradox~~ ◦ ~~oxymoron~~ ◦ ~~apostrophe~~ ◦ ~~allusion~~ • compare and contrast traditional and contemporary poetry <u>and drama</u> from many cultures. • ~~explain how dramatic conflict is created through~~ ◦ ~~exposition/initiating event~~ ◦ ~~rising action~~ ◦ ~~climax or crisis~~

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		◦ ~~falling action~~ ◦ ~~resolution/dénouement (conclusion/resolution)~~ • explain how a dramatist uses dialogue to reveal the theme of a drama. • ~~compare and contrast the use of dialogue and staging found in a variety of plays~~ • ~~identify the most effective elements of selected plays~~ • compare and contrast the use of exposition/initiating event, rising action, complication/conflict, climax or crisis, falling action, and resolution/denouement among plays from various cultures.

12.5 The student will read and analyze a variety of nonfiction texts.

a) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.
b) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
c) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
e) Identify false premises in persuasive writing.
f) Draw conclusions and make inferences on explicit and implied information using textual support.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will develop skill in analyzing, evaluating, and applying the format (structure) and content of a variety of informational and technical texts. Such informational and technical texts include statements of fact and essential information needed for making consumer choices and other important decisions. • Students should recognize persuasive techniques, such as: ◦ ad hominem – means "to the man" does not argue the issue, instead it argues the person; ◦ red herring – is a deliberate attempt to divert attention; ◦ straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man"); and ◦ begging the question – assumes the conclusion is true without proving it; circular argument. • Analyze and identify false premises in arguments and evaluate their role in the	**All students should** • understand formats common to information resources ~~and new publications~~.	**To be successful with this standard, students are expected to** • before, during, and after reading texts, generate and respond to a variety of critical thinking questions to activate prior knowledge, engage actively with learning new information, and reflect on new learning or fresh insights. • ~~use graphic organizers to~~ analyze printed and Web-based informational and technical texts.~~, such as~~ ◦ ~~product evaluations~~ ◦ ~~warranties~~ ◦ ~~instructional manuals~~ ◦ ~~technical manuals~~ ◦ ~~contracts~~ ◦ ~~E-zines~~ • examine the format (structure) of an informational or technical text as an aid to determining and analyzing its content. • recognize and apply specialized vocabulary. • analyze how two or more texts develop and treat the same idea. • determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, • ~~draw conclusions regarding the quality of a product based on analysis of the accompanying warranty and instruction manual~~. • make frequent references to texts in order to verify conclusions and support logical inferences.

12.5 The student will read and analyze a variety of nonfiction texts.

a) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.
b) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
c) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
e) Identify false premises in persuasive writing.
f) Draw conclusions and make inferences on explicit and implied information using textual support.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
argument. • Students will use a variety of reading strategies ~~including~~ such as text annotation, QAR (Question-Answer, Relationship), thinking aloud, etc.		

At the twelfth-grade level, students will produce expository, ~~and~~ informational, analytic, and persuasive/argumentative papers that are logically organized and contain ~~with~~ clear and accurate ideas. Students will clarify and defend a position using precise and relevant evidence. In addition, students will revise writing for clarity of content and depth of information.

12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.

a) Generate, gather, and organize ideas for writing to address a specific audience and purpose.
b) Produce arguments in writing that develop a thesis to demonstrate~~s~~ knowledgeable judgments, address counterclaims, and provide effective conclusions.
c) Clarify and defend a position with precise and relevant evidence.
d) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
e) Use a variety of rhetorical strategies to accomplish a specific purpose.
f) Create arguments free of errors in logic and externally supported.
g) Revise writing for clarity of content, depth of information and technique of presentation.
h) Use computer technology to plan, draft, revise, edit, and publish writing.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will develop skill in creating expository, technical, and persuasive/argumentative writings. ~~Technical writing is prose that explains or clarifies information of a specialized nature for a targeted audience.~~ • Persuasive techniques are defined under SOL 12.5. • Students should have practice writing for shorter time frames as well as extended time frames.	**All students should** • understand that writing is a process. • locate and select appropriate information that clearly supports a definite purpose and position. • understand that format (structure) determines the sequence of a writing. ~~(The sequence in technical writing may be determined by the format of the task, for example, filling in blanks and answering questions.)~~ • understand that vocabulary is used to develop voice and tone for a specific audience, purpose, or situation.	**To be successful with this standard, students are expected to** • ~~generate~~ develop expository writings that: ° explain their ideas through a clear general statement of the writer's point (thesis); ° use specific evidence and illustrations; and ° provide concise and accurate information. • ~~plan~~ develop technical writings (e.g., personal data sheet, résumé, job description, questionnaire, job application, or business communication) that address a clearly identified audience and have a clearly identified purpose. • complete employment forms through simulations and real-life opportunities. • complete applications, essays, and résumés for college admission through simulations and real-life opportunities. • develop analytical essays that do one or more of the following: ° examine a process; ° make a comparison; ° propose solutions; ° classify; ° define; ° show cause and effect; ° illustrate problems; and

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b) Produce arguments in writing that develop a thesis to demonstrate~~s~~ knowledgeable judgments, address counterclaims, and provide effective conclusions.
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		° evaluate. • construct arguments that: ° introduce precise, substantive claims; ° establish the significance of the claims; ° distinguish them from opposing claims; and ° sequence information logically (e.g., problem-solution, cause and effect). • use a range of strategies to elaborate and persuade, such as: ° descriptions; ° anecdotes,; ° case studies, ° analogies; and ° illustrations. • develop claim(s) and counterclaims thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both. • provide a clear and effective conclusion. • develop a thesis that demonstrates clear and knowledgeable judgments. • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations and/logical reasoning.

12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.

a) Generate, gather, and organize ideas for writing to address a specific audience and purpose.
b) Produce arguments in writing that develop a thesis to demonstrate~~s~~ knowledgeable judgments, address counterclaims, and provide effective conclusions.
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h) Use computer technology to plan, draft, revise, edit, and publish writing.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• strategically focus paragraphs by using a variety of techniques. • use transition words and phrases to signal progression of ideas within and between paragraphs, and use appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution, cause and effect). • use words, phrases, and clauses to link the major sections of the text. • create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • elaborate ~~on ideas~~ for clarity and accuracy developing the topic fully with significant and relevant facts, extended definitions, concrete details, and important quotations. • develop ideas in a logical sequence. • establish and maintain a style and tone. • apply persuasive rhetorical devices and techniques including rhetorical questioning, parallel structuring, metaphor, imagery, figures of speech, alliterative expressions, etc., when appropriate. • recognize and avoid common logical fallacies or false premises.

12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.

a) Generate, gather, and organize ideas for writing to address a specific audience and purpose.
b) Produce arguments in writing that develop a thesis to demonstrate~~s~~ knowledgeable judgments, address counterclaims, and provide effective conclusions.
c) Clarify and defend a position with precise and relevant evidence.
d) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
e) Use a variety of rhetorical strategies to accomplish a specific purpose.
f) Create arguments free of errors in logic and externally supported.
g) Revise writing for clarity of content, depth of information and technique of presentation.
h) Use computer technology to plan, draft, revise, edit, and publish writing.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• revise writing to provide depth of information and to adhere to ~~their~~ presentation format. • use computer technology as available to edit writing before submitting the final copy ~~for correct use of language, spelling, punctuation, and capitalization~~. • ~~proofread writing before submitting the final copy~~.

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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will understand and apply mechanics, usage, and grammar conventions to prepare writing for intended audiences. • Students will understand that usage is a matter of convention, can change over time, and is sometimes contested. • Students will use a style manual, such as MLA or APA, to apply punctuation rules and the formatting of quotations in documented papers.	**All students should** • use grammatical conventions to adjust sentence and paragraph structures for a variety of purposes and audiences. • observe hyphenation rules. • understand the difference between revising and editing ~~which is similar to the difference between an architect and a carpenter~~.	**To be successful with this standard, students are expected to** • assess and strengthen the quality of writing through revision. • use a variety of strategies (e.g., reading the draft aloud; peer feedback; using a rubric; reading the draft from the perspective of the intended audience) to evaluate whether the draft is effectively supported and adequately developed. • edit both one's own and others' work for grammar, style and tone appropriate to audience, purpose and context. • apply MLA or APA style for punctuation conventions and formatting direct quotations, particularly for in-text citation in documented papers.

At the twelfth-grade level, students will produce well-documented research papers, using a standard method of documentation, such as MLA or APA. Students will critically evaluate the accuracy, quality, and validity of all information and follow ethical and legal guidelines for using and gathering information.

12.8 The student will write documented research papers.

a) Use technology as a tool to research, organize, evaluate, and communicate information.
b) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
c) Critically evaluate the accuracy, quality, and validity of the information.
d) Synthesize information to support the thesis and present information in a logical manner.
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).
f) Revise writing for clarity, depth of information, and technique of presentation.
g) Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.
h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will research topics and develop documented papers that support a thesis. A documented paper is the result of following a process leading to discovery of information that is then synthesized to support a focus on a particular topic through content, style, structure, and presentation. • ~~Students must avoid committing plagiarism.~~ • Students will recognize consequences of plagiarism according to the guidelines established by school divisions or post-secondary schools.	**All students should** • understand how to gather information and analyze it to organize and begin the writing process. • understand the ethical issues and responsibility of documentation in research writings.	**To be successful with this standard, students are expected to** • identify and narrow a topic for research through a variety of strategies, such as mapping, listing, brainstorming, webbing, and using an Internet search engine. • utilize technology to conduct research, organize information, and develop writing. • ~~identify the ethical issues of documentation in research writings~~. • collect, evaluate, analyze and synthesize relevant information, using a variety of primary and secondary print and electronic sources. • evaluate collected information from print and electronic sources by: ° determining its validity, accuracy, credibility, reliability, consistency, strengths and limitations; and ° formulating a reason/focus to represent findings. • record and organize information into a draft by: ° prioritizing and synthesizing information; ° ~~developing an outline with appropriate details~~ ° summarizing and/or paraphrasing information; and ° selecting direct quotations. • cite print or electronic sources of information to avoid plagiarism when

12.8 The student will write documented research papers.

a) Use technology as a tool to research, organize, evaluate, and communicate information.
b) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
c) Critically evaluate the accuracy, quality, and validity of the information.
d) Synthesize information to support the thesis and present information in a logical manner.
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).
f) Revise writing for clarity, depth of information, and technique of presentation.
g) Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.
h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		paraphrasing, summarizing, quoting, or inserting graphics, using MLA or APA style. • ~~revise and edit writing to comply with major requirements and expectations of the assignment~~. • edit writing for correct use of language, capitalization, punctuation, and spelling. • demonstrate a sophisticated understanding of the ethics of writing by: ° understanding that *plagiarism* is the act of presenting someone else's ideas as one's own; ° recognizing that one must correctly cite sources to give credit to the author of an original work; ° recognizing that sources of information must be cited even when the information has been paraphrased; and ° using quotation marks when someone else's exact words are quoted.

Virginia Department of Education

Comparison of Virginia's 2010 English Standards of Learning with the Common Core State Standards for English and Literacy

November 18, 2010

Comparison of Virginia's 2010 English Standards of Learning with the Common Core State Standards for English and Literacy

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Introduction

The *Comparison of Virginia's 2010 English Standards of Learning (SOL) with the Common Core State Standards (CCSS) for English Language Arts and Literacy (ELAL)* provides a side-by-side overview demonstrating how the 2010 English SOL are aligned to the CCSS for ELAL. The comparison was made using Virginia's complete standards program for supporting teaching and learning in the Commonwealth's public schools and school divisions, including both the 2010 *English Standards of Learning* and the *Curriculum Framework for 2010 English Standards of Learning*. The Curriculum Framework is essential to any comparison conducted between the CCSS for ELAL and the English SOL since it "unpacks" the SOL, providing detail that complements the standards.

It is important to note that the *Curriculum Framework for 2010 English Standards of Learning* is being presented to the Virginia Board of Education for final review at the November 18, 2010 meeting. In developing the draft of the *Revised Curriculum Framework for 2010 English Standards of Learning,* Virginia Department of Education staff met with a review committee of educators from school divisions who assisted in the revision process. As a part of the process, committee members reviewed the CCSS for ELAL and if it was determined that a CCSS provided an enhancement to the 2010 English SOL and was appropriate to the standard, the content was added to the *Curriculum Framework for 2010 English Standards of Learning.*

Organization of the *Comparison of Virginia's 2010 English SOL with the CCSS for ELAL*

The correlation of the SOL to the CCSS was conducted by DOE staff members, with assistance from English educators in Virginia. The Department would like to acknowledge the help provided by Terri McCaughan, Newport News City Public Schools; Jessica Taylor, Charlottesville City Public Schools; Randi Smith, Chesterfield County Public Schools; Tracey Engle, Powhatan County Public Schools; E. J. Brletich, Spotsylvania County Public Schools; and Eileen Burgwyn, Fauquier County Public Schools.

The CCSS for ELAL are presented in the left column of the table and are organized using the CCSS for ELAL format. Headings and subheadings are those used in the CCSS for ELAL. Using the format provided in the CCSS for ELAL, the comparison is completed by individual grade levels in kindergarten through grade 8 and by two-year grade bands (9-10, 11-12) in grades 9-12. As the SOL and Curriculum Framework components were reviewed and aligned to the CCSS for ELAL, they were placed in the right column of the table adjacent to the similar standard in the CCSS for ELAL. SOL listed as correlated to CCSS content may include correlations from the *Curriculum Framework for 2010 English Standards of Learning* and are denoted with "CF" following the SOL number (e.g., 7.4 CF). While there is a matching SOL or CF for each of the CCSS, a number of SOL in each grade level are not addressed in the CCSS at any grade level; this list follows the correlation at each grade level.

Summary of Similarities and Differences Between the CCSS for ELAL and the 2010 English SOL

Both the CCSS for ELAL and the Virginia *English Standards of Learning* (SOL) are rigorous and provide a progression of expectations for student learning and understanding in English Language Arts. By the time students have graduated from high school, they will have been exposed to the same content through different learning progressions, although there is some content in the SOL that is not covered in the CCSS. The CCSS and the SOL generally have a strong alignment. While the organization and learning progressions are not necessarily identical, the overall content from both is generally aligned.

- Beginning in grade 4 of the SOL, the Oral Language strand changes to Communication: Speaking, Listening, and Media Literacy. An emphasis is put on speaking for a variety of purposes and audiences, active listening, understanding, and creating media messages. The CCSS address media literacy as an application within the standards.
- The SOL begin a study of fact vs. opinion in grade 4; the CCSS do not address fact vs. opinion in reading.
- A study of author's purpose begins in grade 4 in the SOL. The CCSS do not address author's purpose in the English Language Arts Standards; instead, it is covered in the CCSS Literacy in History/Social Studies, Science, and Technical Subjects.
- Students are introduced to a definition of plagiarism in grade 3 in the SOL. Ethical gathering of information and plagiarism are also emphasized in the Research strand of the SOL beginning in grade 4. The CCSS do not address plagiarism in the ELA standards until grade 6.
- The SOL begin citing sources in grade 5 with citing primary and secondary sources beginning in grade 6. The CCSS begin citing sources in grade 7 with bibliographic information.
- Both the CCSS and SOL address grammatical conventions. The SOL address grammar, usage, and mechanics through writing, while the CCSS do the same in the Language strand.
- The CCSS do not prescribe a reading list per se, but they offer reading text exemplars to illustrate text complexity for each grade level. Virginia does not endorse specific titles or authors to support the SOL. Rather, curriculum decisions are made locally in Virginia.

- The CCSS use writing exemplars to illustrate modes and types of writing. Virginia uses an interactive Web-based tool offering teachers, parents, and students the opportunity to study actual student anchor papers that illustrate the scoring of each of the three writing domains. By using this tool, teachers gain a better understanding of the Virginia Standards of Learning Direct Writing Assessments and develop consistency in scoring actual student work. Teachers may also use this program with students to facilitate their understanding of the expectations in each of the domains.

K-Grade 8 English/Language Arts

- The SOL and CCSS utilize different organizational strands:

Grade Level/Band	SOL Strands	CCSS Strands
K-3	• Oral Language • Reading • Writing	• Speaking and Listening • Language • Reading • Writing
4-8	• Communication: Speaking, Listening, Media Literacy • Reading • Writing • Research	• Speaking and Listening • Language • Reading • Writing

- The K-3 SOL offer explicit, student-focused reading standards providing teachers with clear goals of what students should know and be able to do as a result of standard mastery. The CCSS include the following caveats preceding several reading standards: "With prompting and support students will…" The provision in the CCSS for "guidance and support from adults" makes it difficult to gain a true picture of the exact expectation for students and how well they are meeting the standard on their own, without adult support.

- The CCSS, beginning in grade 2, state that students will read and comprehend at a predetermined text complexity level (grades 2-3 text complexity band). This CCSS standard may promote placing students in reading texts that are beyond the students' instructional reading levels. Virginia's standards in the early elementary grades are clearly focused, explicit reading standards that permit teachers to provide instruction at students' instructional reading levels. Reading research clearly indicates that students are best taught foundational reading skills at their instructional reading level.

- The CCSS K-5 reading standards are divided into the following categories: reading standards for literature; reading standards for informational text; reading standards: foundational skills. The SOL address reading foundations within each reading standard K-5.

- Virginia's SOL program is committed to a strong focus on building the foundational skills of reading. The SOL address fictional texts of all types and genres, while the CCSS place an emphasis upon drama and mythology in the elementary grades (e.g., significant characters found in mythology; structural elements of drama).

- While both the CCSS and SOL address foundational reading principles, the SOL address reading foundations in a logical progression. Teachers can follow the SOL to easily develop lessons. For example, SOL 1.9 reading fictional texts offers a sequential process. The CCSS Reading Standards for Literature grade 1 impose an artificial structure, which although covering the essential foundations, does not follow a logical instructional progression.

CCSS	SOL
1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text. 7. Use illustrations and details in a story to describe its characters, setting, or events. 8. (Not applicable to literature) *No standard stated for CCSS.* 9. Compare and contrast the adventures and experiences of characters in stories. 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	1.9 The student will read and demonstrate comprehension of a variety of fictional texts. a) Preview the selection. b) Set a purpose for reading. c) Relate previous experiences to what is read. d) Make and confirm predictions. 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 main idea or theme. i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

High School English

- Both the SOL and the CCSS provide a rigorous progression of expectations for student learning in English. By the time students have graduated from high school, they have been exposed to the same general content through different learning progressions. The SOL do provide some content that is not contained in the CCSS.

- The SOL and CCSS utilize different organizational formats. The SOL consistently use grade level standards, while the CCSS switch from specific grade level expectations to grade bands (e.g., 9-10, 11-12) in high school.

- The CCSS address the study of American literature in the 9-10 Reading Standards for Literature. Yet, the CCSS text exemplars list most American literary classics and foundational documents at grades 11-12 (e.g., *The Great Gatsby* by F. Scott Fitzgerald, *Their Eyes Were Watching God* by Zora Neale Hurston, *A Raisin in the Sun* by Lorraine Hansberry, *The Crisis* by Thomas Paine, *Walden* by Henry David Thoreau, *Society and Solitude* by Ralph Waldo Emerson, *The Gettysburg Address* by Abraham Lincoln, *Letter from a Birmingham Jail* by Martin Luther King, Jr.).

- Both the CCSS and SOL emphasize all modes of writing with modes or text types covered in the CCSS writing strand. The SOL address all modes of writing focusing on the writing process of composing, revising, and editing. For each type of writing, the CCSS address each part of an essay: introduction, body, and conclusion.

- Many of the CCSS Writing Standards are almost identical from grade to grade. The SOL address writing as a process focusing on unity and elaboration of a piece of writing. The CCSS address separate parts of a piece of writing (e.g., introduction, body paragraphs, and conclusion).

- The *English Standards of Learning* have been externally validated by Achieve's American Diploma Project and The College Board. A letter to the Virginia Department of Education from Laura Slover, vice president for content and policy research for Achieve, contained the following analysis: "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." According to The College Board's alignment study dated August 24, 2007, "General alignment between Virginia English Standards and The College Board's English Standards is strong."

Kindergarten

CCSS Kindergarten	English SOL
Reading	
Reading for Literature	
Key Ideas and Details	*Note: CCSS specify "with prompting and support" while Virginia sets student performance expectations.*
1. With prompting and support, ask and answer questions about key details in a text.	K.9 The student will demonstrate comprehension of fictional texts. K.9 d) Begin to ask and answer questions about what is read. 3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 f) Ask and answer questions about what is read.
2. With prompting and support, retell familiar stories, including key details.	K.9 The student will demonstrate comprehension of fictional texts. K.9 e) Use story language in discussions and retellings.
3. With prompting and support, identify characters, settings, and major events in a story.	K.9 The student will demonstrate comprehension of fictional texts. K.9 g) Discuss characters, setting, and events. 1.9 The student will read and demonstrate comprehension of a variety of fictional texts. 1.9 f) Identify characters, setting, and important events.
Craft and Structure	
4. Ask and answer questions about unknown words in a text.	K.8 CF Ask and respond to questions about unknown words in a text. K.9 The student will demonstrate comprehension of fictional texts. K.9 d) Begin to ask and answer questions about what is read. 1.8 The student will expand vocabulary. 1.8 c) Ask for the meaning of unknown words and make connections to familiar words.

CCSS Kindergarten	English SOL
5. Recognize common types of texts (e.g., storybooks, poems).	K.9 CF Recognize various types of fictional texts (e.g., storybooks, poems)
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	K.9 The student will demonstrate comprehension of fictional texts. K.9 a) Identify what an author does and what an illustrator does. K.9 CF Understand that authors tell stories through words and illustrators tell stories with pictures. K.9 CF Identify the roles of the author and the illustrator of selected texts.
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	K.9 CF Describe the relationship between illustration and the story (e.g., what moment in the story does the illustration depict).
8. (Not applicable to literature) *No standard stated for CCSS.*	
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	2.8 CF Compare and contrast characters, setting, and important events in at least two versions of the same story (e.g., Cinderella stories).
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	K CF Reading Focus Statement: [Students] will learn the concepts of print, basic phonetic principles, comprehension of stories, and letter identification skills through systematic, direct instruction, individual and small group activities, and time spent exploring and reading books and other print material.
Reading for Informational Texts	
Key Ideas and Details	*Note: CCSS specify "with prompting and support" while Virginia sets student performance expectations.*
1. With prompting and support, ask and answer questions about key details in a text.	K.9 The student will demonstrate comprehension of fictional texts. K.9 d) Begin to ask and answer questions about what is read.

CCSS Kindergarten	English SOL
2. With prompting and support, identify the main topic and retell key details of a text.	K CF Reading Focus Statement: [Students] will also learn to comprehend and relate stories through drama, retelling, drawing, and their own writing. K.10 The student will demonstrate comprehension of nonfiction texts. K.10 a) Use pictures to identify topic and make predictions. K. 10 CF Identify the topic of a nonfiction selection.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.9 The student will read and demonstrate comprehension of a variety of fictional texts. 1.9 c) Relate previous experiences to what is read. 2.9 CF Use knowledge from their own experiences to make sense of and talk about a topic, recognizing similarities between: ◦ personal experiences and the text; ◦ the current text and other texts read; and ◦ what is known about the topic and what is discovered in the new text.
Craft and Structure	
4. With prompting and support, ask and answer questions about unknown words in a text.	K.8 CF Ask and respond to questions about unknown words in a text.
5. Identify the front cover, back cover, and title page of a book.	K.5 The student will understand how print is organized and read. K.5 a) Hold print materials in the correct position. K.5 b) Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	K.10 CF Identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g.,	K.5 The student will understand how print is organized and read. K.5 a) Hold print materials in the correct position.

CCSS Kindergarten	English SOL
what person, place, thing, or idea in the text an illustration depicts).	K.5 c) Distinguish between print and pictures. K.10 CF Relate pictures and illustrations to the text in which they appear.
8. With prompting and support, identify the reasons an author gives to support points in a text.	1.10 CF Identify the main idea and key details of a short nonfiction selection and identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	2.9 CF Use knowledge from their own experiences to make sense of and talk about a topic, recognizing similarities between: ° personal experiences and the text; ° the current text and other texts read; and ° what is known about the topic and what is discovered in the new text.
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	K CF Reading Focus Statement: [Students] will learn the concepts of print, basic phonetic principles, comprehension of stories, and letter identification skills through systematic, direct instruction, individual and small group activities, and time spent exploring and reading books and other print material.
Foundational Skills	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page.	K.5 The student will understand how print is organized and read. K.5 d) Follow words from left to right and from top to bottom on a printed page. 1.5 The student will apply knowledge of how print is organized and read. 1.5 a) Read from left to right and from top to bottom. 1.5 b) Match spoken words with print.

CCSS Kindergarten	English SOL
b. Recognize that spoken words are represented in written language by specific sequences of letters.	K.5 The student will understand how print is organized and read. K.5 e) Match voice with print (concept of word). K.7 The student will develop an understanding of basic phonetic principles. K.7 c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. K.7 CF Write the grapheme (letter) that represents a spoken sound. K.7 CF Use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant. 1.5 The student will apply knowledge of how print is organized and read. 1.5 b) Match spoken words with print.
c. Understand that words are separated by spaces in print.	K.5 CF Follow text with a finger, pointing to each word as it is read from left to right and top to bottom. K.5 CF Locate lines of text, words, letters, and spaces. 1.5 The student will apply knowledge of how print is organized and read. 1.5 b) Match spoken words with print. 1.12 The student will print legibly. 1.12 b) Space words within sentences.
d. Recognize and name all upper- and lowercase letters of the alphabet.	K.7 The student will develop an understanding of basic phonetic principles. K.7 a) Identify and name the uppercase and lowercase letters of the alphabet. 1.5 The student will apply knowledge of how print is organized and read.

CCSS Kindergarten	English SOL
	1.5 c) Identify letters, words, sentences, and ending punctuation.
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.	K.4 The student will identify, say, segment, and blend various units of speech sounds. K.4 a) Begin to discriminate between spoken sentences, words, and syllables. K.4 b) Identify and produce words that rhyme. 1.4. The student will orally identify, produce, and manipulate various units of speech sounds within words. 1.4 a) Create rhyming words.
b. Count, pronounce, blend, and segment syllables in spoken words.	K.4 The student will identify, say, segment, and blend various units of speech sounds. K.4 a) Begin to discriminate between spoken sentences, words, and syllables. K.4 c) Blend and segment multisyllabic words at the syllable level. 2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 2.4 b) Blend sounds to make one-syllable words.
c. Blend and segment onsets and rimes of single-syllable spoken words.	K.4 The student will identify, say, segment, and blend various units of speech sounds. K.4 d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). K.4 CF Blend and segment consonants and rimes of spoken words (e.g., /b/- /oat/ = *boat*, *black* = /bl/-_/ack/).
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	K.4 CF Students segment spoken words into individual sounds (e.g., man → /m/- /a/- /n/. K.7 d) Identify beginning consonant sounds in single-syllable words.

CCSS Kindergarten	English SOL
	2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 2.4 c) Segment one-syllable words into individual speech sounds (phonemes).
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	K.4 CF Substitute the beginning consonant to make a new word (e.g., the teacher asks the student to say c*at, but in the place of /c/ she asks them to say /b/*, and the student responds with *bat*). 1.4 The student will orally identify, produce, and manipulate various units of speech. 1.4 e) Add or delete phonemes (sounds) to make new words. 2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 2.4 d) Add or delete phonemes (sounds) to make words.
Phonics and Word Recognition	
K.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	K.4 The student will identify, say, segment, and blend various units of speech sounds. K.4 e) Identify words according to shared beginning and/or ending sounds. K.7 The student will develop an understanding of basic phonetic principles. K.7 CF Students are expected to use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant.
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	K.7 CF Associate long and short sounds with common spellings for the five major vowels.
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	K.6 The student will demonstrate an understanding that print conveys meaning. K.6 d) Read his/her name and read fifteen meaningful, concrete

CCSS Kindergarten	English SOL
	words. K.6 CF Recognize a selection of high-frequency and sight words.
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	K.7 CF Distinguish between similarly spelled words by identifying sounds of the letters that differ.
Fluency	
4. Read emergent-reader texts with purpose and understanding.	1 CF Reading Focus Statement: Through reading decodable books, students will build fluency and automaticity in using their knowledge of phonetic principles and print to read.
CCSS Writing Standards	
Text Types and Purposes	
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	K.12 CF Use writing, dictation, and drawing to compose informative/explanatory texts that name a topic (what they are writing about), state an opinion and provide some information (e.g., My favorite book is …).
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	K.12 The student will write to communicate ideas for a variety of purposes. K.12 b) Draw pictures and/or use letters and phonetically spelled words to write about experiences. K.12 c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. K.12 CF Use writing, dictation, and drawing to compose informative/explanatory texts that name a topic (what they are writing about), state an opinion and provide some information (e.g., My favorite book is …).
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a	K.1 The student will demonstrate growth in the use of oral language. K.1 c) Participate in oral generation of language experience

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reaction to what happened.	narratives. K.12 CF Use writing, dictation, and drawing to compose informative/explanatory texts that name a topic (what they are writing about), state an opinion and provide some information (e.g., My favorite book is …).
Production and Distribution of Writing	
4. (Begins in grade 3) *No standard stated for CCSS.*	
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	1.13 CF Revise their written pieces by adding descriptive words (adjectives) when writing about people, places, things, and events; focusing on the topic; and responding to questions and suggestions from peers and teachers.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	K.13 The student will use available technology for reading and writing. K.13 CF Students are expected to share their writing with others.
Research to Build and Present Knowledge	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	K.12 CF The intent of this standard is that students will understand that writing is used for a variety of purposes, including sharing events and telling stories (narrative writing), informing others and making reports (informational writing), labeling and making lists (functional writing), and responding to literature. K.13 CF: Use available digital tools for reading and writing.
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	K.13 CF Use available digital tools for reading and writing. K.13 CF Ask and respond to questions about material presented through media. K.13 CF Share their writing with others. 2.9 CF Use information from the text to locate information and answer questions (e.g., illustrations and captions, heading and subheadings, bold and italic print, tables of contents, glossaries,

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	graphs, charts, tables).
CCSS Speaking and Listening Standards	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	K.3 The student will build oral communication skills. K.3 b) Begin to initiate conversations. K.3 d) Listen and speak in informal conversations with peers and adults. K.3 e) Participate in group and partner discussions about various texts and topics.
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	K.3 The student will build oral communication skills. K.3 c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.
b. Continue a conversation through multiple exchanges.	K.3 CF Participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small group, teacher-led). K.3 CF Participate in partner or group activities, (i.e., conversations, discussions, book chats, retellings of stories, choral speaking, language experience narratives, morning routines, dramatizations and role play).
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	K.1 The student will demonstrate growth in the use of oral language. K.1 a) Listen to a variety of literary forms, including stories and poems. K.1 CF Listen to texts read aloud and ask and answer questions for further understanding. 1.2 The student will expand understanding and use of word meanings. 1.2 b) Begin to ask for clarification and explanation of words and ideas.

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3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	K.3 The student will build oral communication skills. K.3 h) Begin to ask how and why questions.
Presentation of Knowledge and Ideas	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	*Note: CCSS specify "with prompting and support" while Virginia sets student performance expectations.* K.2 The student will expand understanding and use of word meanings. K.2 c) Use words to describe/name people, places, and things. K.2 d) Use words to describe/name location, size, color, and shape. K.2 e) Use words to describe/name actions.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	K.6 The student will demonstrate an understanding that print conveys meaning. K.6 c) Read and explain own writing and drawings. K.12 The student will write to communicate ideas for a variety of purposes. K.12 b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.
6. Speak audibly and express thoughts, feelings, and ideas clearly.	K.3 The student will build oral communication skills. K.3 f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. K.3 CF Students are expected to speak audibly in complete sentences, expressing thoughts, feelings and ideas clearly.
CCSS Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters.	K.11 The student will print in manuscript. K.11 a) Print uppercase and lowercase letters of the alphabet independently.
b. Use frequently occurring nouns and verbs.	K.1 CF Use complete sentences that include subject, verb, and

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	object when speaking. 1.2 CF Use common singular and plural nouns with matching verbs in basic sentences (e.g., She walks., We walk.).
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	1.2 The student will expand understanding and use of word meanings. 1.2 c) Use common singular and plural nouns.
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	K.3 CF Ask who, what, where, when, why, and how questions to obtain information, seek help, or clarify something not understood.
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	K.2 The student will expand understanding and use of word meanings. K.2 d) Use words to describe/name location, size, color, and shape. K.2 CF Use words to show direction and location (e.g., on, off, in, out, over, under, between, and beside) to describe location.
f. Produce and expand complete sentences in shared language activities.	K.1 The student will demonstrate growth in the use of oral language. K.1 e) Use complete sentences that include subject, verb, and object. K.3 The student will build oral communication skills. K.3 e) Participate in group and partner discussions about various texts and topics.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I.	K.11 CF Capitalize the first word in a sentence and the pronoun *I*.
b. Recognize and name end punctuation.	K.5 CF Locate and name periods, question marks, and exclamation points.
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	K.12 The student will write to communicate ideas for a variety of purposes.

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	K.12 c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	K.12 The student will write to communicate ideas for a variety of purposes. K.12 b) Draw pictures and/or use letters and phonetically spelled words to write about experiences. K.12 c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.
Knowledge of Language	
3. (Begins in grade 2) *No standard stated for CCSS.*	
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	K.8 The student will expand vocabulary. K.8 a) Discuss meanings of words. K.8 CF Identify new meanings for familiar words and apply them accurately (e.g., knowing *water* as a drink and learning the verb *water the flowers*).
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	1.7 CF Expand vocabulary by using frequently occurring root words to read inflectional forms (e.g., look, looks, looked, looking). 2.7 The student will expand vocabulary when reading 2.7 b) Use knowledge of prefixes and suffixes.
5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	*Note: CCSS specify "with guidance and support from adults" while Virginia sets student performance expectations.* K.8 CF Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

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b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	K.8 CF Discuss meanings of specific words including those with opposite or similar meanings in partner, group and teacher-guided settings. 2.2 CF Recognize when two or more different words are being used orally to mean contrasting or opposite things.
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	K.8 CF Identify real-life connections between words and their use (e.g., places that are *loud*).
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	K.1 The student will demonstrate growth in the use of oral language. K.1 d) Participate in creative dramatics. K.8 CF Discuss meanings of specific words including those with opposite or similar meanings in partner, group and teacher-guided settings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	K.2 The student will expand understanding and use of word meanings. K.2 a) Increase listening and speaking vocabularies. K.2 g) Use vocabulary from other content areas. K.2 CF Students are expected to use vocabulary from content areas during partner or group activities and during teacher-directed instruction. K.8 The student will expand vocabulary. K.8 b) Develop vocabulary by listening to a variety of texts read aloud. 2.2 The student will expand understanding and use of word meanings. 2.2 b) Use words that reflect a growing range of interests and knowledge.

English SOL for Kindergarten aligned with the CCSS at other grade levels	
Grade 2 Speaking and Listening 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	K.1 The student will demonstrate growth in the use of oral language. K.1 b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes,
Grade 1 Speaking and Listening 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. c. Ask questions to clear up any confusion about the topics and	K.2 The student will expand understanding and use of word meanings. K.2 f) Ask about words not understood.
Grade 2 Speaking and Listening 6. Produce complete sentences when appropriate to task and situation. Grade 3 Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	K.3 The student will build oral communication skills. K.3 a) Express ideas in complete sentences and express needs through direct requests.
Grade 1 Reading Standards: Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs.	K.7 The student will develop an understanding of basic phonetic principles. K.7 b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.
Grade 2 Speaking and Listening 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	K.9 The student will demonstrate comprehension of fictional texts. K.9 f) Retell familiar stories, using beginning, middle, and end.

English SOL for Kindergarten not explicitly stated in the CCSS at any grade level	
	K.2 The student will expand understanding and use of word meanings. K.2 b) Use number words.
	K.3 The student will build oral communication skills. K.3 g) Follow one- and two-step directions.
	K.6 The student will demonstrate an understanding that print conveys meaning. K.6 a) Identify common signs and logos.
	K.6 b) Explain that printed materials provide information.
	K.9 The student will demonstrate comprehension of fictional texts. K.9 b) Relate previous experiences to what is read.
	K.9 c) Use pictures to make predictions.
	K.11 The student will print in manuscript. K.11 b) Print his/her first and last names.

Grade 1

CCSS Grade 1	English SOL
Reading	
Reading for Literature	
Key Ideas and Details	
1. Ask and answer questions about key details in a text.	K.9 The student will demonstrate comprehension of fictional texts. d) Begin to ask and answer questions about what is read. 1.9 The student will read and demonstrate comprehension of a variety of fictional texts. 1.9 e) Ask and answer who, what, when, where, why, and how questions about what is read. 2.8 The student will read and demonstrate comprehension of fictional texts. 2.8 d) Locate information to answer questions.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	1.9 CF Demonstrate comprehension by retelling stories and events orally or in writing, using beginning, middle, and end structure, and demonstrating comprehension of the central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.	1.9 CF Identify and describe characters, settings, and important events in a story using details. 2.8 The student will read and demonstrate comprehension of fictional texts. 2.8 e) Describe characters, setting, and important events in fiction and poetry. 3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 j) Identify supporting details.
Craft and Structure	
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	1.9 CF Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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	4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 g) Identify sensory words.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	1.9 CF Teachers should read a wide range of fiction and nonfiction texts aloud and explain differences between books that tell stories and books that provide information.
6. Identify who is telling the story at various points in a text.	1.9 CF Identify who is telling the story at various points in a text.
Integration of Knowledge and Ideas	
7. Use illustrations and details in a story to describe its characters, setting, or events.	1.9 CF Use illustrations and details to describe characters, settings, and important events in a story.
8. (Not applicable to literature) *No standard stated for CCSS.*	
9. Compare and contrast the adventures and experiences of characters in stories.	2.8 CF Compare and contrast characters, setting, and important events in at least two versions of the same story (e.g., Cinderella stories).
Range of Reading and Level of Text Complexity	
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	*Note: CCSS specify "with prompting and support" while Virginia sets student performance expectations.* 1.9 CF Students will build fluency and experience success as readers while reading aloud and will begin to develop and demonstrate comprehension skills by reading a variety of fiction and poetry selections. 1.9 CF To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS): ◦ independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong.

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	◦ instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored. ◦ frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected.
Reading for Informational Texts	
Key Ideas and Details	
1. Ask and answer questions about key details in a text.	K.9 The student will demonstrate comprehension of fictional texts. d) Begin to ask and answer questions about what is read. 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. 1.10 f) Ask and answer who, what, where, when, why, and how questions about what is read.
2. Identify the main topic and retell key details of a text.	1.10 CF Identify the main idea and key details of a short nonfiction selection.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	2.9 CF Use knowledge from their own experiences to make sense of and talk about a topic, recognizing similarities between: • personal experiences and the text; • the current text and other texts read; and • what is known about the topic and what is discovered in the new text.
Craft and Structure	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	1.8 The student will expand vocabulary. 1.8 a) Discuss meanings of words in context. 1.10 The student will read and demonstrate comprehension of a

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	variety of nonfiction texts. 1.10 f) Ask and answer who, what, where, when, why, and how questions about what is read.
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	K.10 The student will demonstrate comprehension of nonfiction texts. K.10 b) Identify text features specific to the topic, such as titles, headings, and pictures. 1.10 CF Use text features to locate facts and information in a text (e.g., headings, tables of contents, glossaries). 2.10 The student will demonstrate comprehension of information in reference materials. 2.10 a) Use table of contents. 3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. 3.6 c) Preview and use text features.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1.10 CF Students are expected to distinguish between information provided by pictures or illustrations and information provided by words in the text.
Integration of Knowledge and Ideas	
7. Use the illustrations and details in a text to describe its key ideas.	1.9 CF Use illustrations and details to describe characters, settings, and important events in a story.
8. Identify the reasons an author gives to support points in a text.	1.10 CF Identify the main idea and key details of a short nonfiction selection and identify the reasons an author gives to support points in a text.
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	2.9 CF Use knowledge from their own experiences to make sense of and talk about a topic, recognizing similarities between: • personal experiences and the text; • the current text and other texts read; and • what is known about the topic and what is discovered in

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	the new text.
Range of Reading and Level of Text Complexity	
10. With prompting and support, read informational texts appropriately complex for grade 1.	*Note: CCSS specify "with prompting and support" while Virginia sets student performance expectations. The entire standard is provided below so as to highlight its level of detail.* 1.10 CF The intent of this standard is that students will read and demonstrate comprehension of nonfiction texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. In addition, see word accuracy rates under Range of Reading and Level of Text Complexity within *Reading for Literature*. *(SOL 1.9 CF)*
Foundational Skills	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	K.5 The student will understand how print is organized and read. K.5 a) Hold print materials in the correct position. K.5 b) Identify the front cover, back cover, and title page of a book. K.5 c) Distinguish between print and pictures. K.5 d) Follow words from left to right and from top to bottom on a printed page. 1.5 CF Differentiate between letters and words by recognizing spaces between words in sentences and recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point.
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and	1.4 CF Distinguish whether the medial vowel sound is the same

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sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words.	or different (e.g., long or short) in a set of one-syllable words.
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 1.4 c) Blend sounds to make one-syllable words. 2.5 The student will use phonetic strategies when reading and spelling. 2.5 a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 1.4 d) Segment one-syllable words into individual speech sounds (phonemes).
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. d) Segment one-syllable words into individual speech sounds (phonemes). 2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 2.4 c) Segment one-syllable words into individual speech sounds (phonemes).
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs.	K.7 The student will develop an understanding of basic phonetic principles. K.7 b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. 1.6 The student will apply phonetic principles to read and spell. 1.6 c) Use beginning consonant digraphs to decode and spell

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	single-syllable words. 2.5 The student will use phonetic strategies when reading and spelling. 2.5 a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
b. Decode regularly spelled one-syllable words.	1.6 The student will apply phonetic principles to read and spell. 1.6 a) Use beginning and ending consonants to decode and spell single-syllable words.
c. Know final -e and common vowel team conventions for representing long vowel sounds.	1.6 CF Use the consonant-vowel patterns CVVC and CVCE to decode and spell some single-syllable words.
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	1.6 CF Use knowledge that every syllable has a vowel sound to help determine if a word has one or two syllables.
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	1.6 CF Read and spell simple two-syllable compound words following basic patterns by segmenting the words into syllables.
f. Read words with inflectional endings.	1.7 CF Expand vocabulary by using frequently occurring root words to read inflectional forms (e.g., *look, looks, looked, looking*).
g. Recognize and read grade-appropriate irregularly spelled words.	1.2 CF Use common irregular plural forms, such as *man/men*, *child/children*, and *mouse/mice.*
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	1.9 The student will read and demonstrate comprehension of a variety of fictional texts. 1.9 b) Set a purpose for reading. 1.9 i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression. 2.8 The student will read and demonstrate comprehension of fictional texts. 2.8 j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

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	2.9 The student will read and demonstrate comprehension of nonfiction texts. 2.9 d) Set purpose for reading. 3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 a) Set a purpose for reading.
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	1.9 The student will read and demonstrate comprehension of a variety of fictional texts. 1.9 i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression. 2.9 The student will read and demonstrate comprehension of nonfiction texts. 2.9 h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	1.7 The student will use semantic clues and syntax to expand vocabulary when reading. 1.7 a) Use words, phrases, and sentences. 1.7 c) Use information in the story to read words. 1.7 f) Reread and self-correct. 3.4 The student will expand vocabulary when reading. 3.4 d) Use context to clarify meaning of unfamiliar words.
CCSS Writing Standards	
Text Types and Purposes	
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1.13 CF Write informative/explanatory texts that introduce a topic, state an opinion, and provide a conclusion.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	1.13 The student will write to communicate ideas for a variety of purposes. 1.13 b) Focus on one topic.

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	1.13 CF Write informative/explanatory pieces that name a topic, some facts, and concluding sentence (e.g., write about Benjamin Franklin).
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1.13 CF Write narrative pieces that include at least two sequenced events, with some details, and conclusion.
Production and Distribution of Writing	
4. (Begins in grade 3) *No standard stated for CCSS.*	
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	1.13 CF Students are expected to revise their written pieces by adding descriptive words (adjectives) when writing about people, places, things, and events; focusing on the topic; and responding to questions and suggestions from peers and teachers.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	1.14 CF Use digital tools to produce and publish writing including in collaboration with peers.
Research to Build and Present Knowledge	
7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	1.13 CF participate in shared research and writing projects
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1.14 CF Ask and respond to questions about material presented through media.
CCSS Speaking and Listening Standards	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	1.3 The student will adapt or change oral language to fit the situation. 1.3 a) Initiate conversation with peers and adults.

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a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	1.3 b) Follow rules for conversation using appropriate voice level in small-group settings.
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	1.3 CF Students are expected to sustain two-person conversation through multiple exchanges.
c. Ask questions to clear up any confusion about the topics and texts under discussion.	K.2 The student will expand understanding and use of word meanings. K.2 f) Ask about words not understood. 1.1 CF Participate in a variety of oral language activities, such as asking and answering questions about what is said in order to gather additional information or clarify something not understood; 1.3 The student will adapt or change oral language to fit the situation. 1.3 c) Ask and respond to questions.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1.1 The student will continue to demonstrate growth in the use of oral language. 1.1 a) Listen and respond to a variety of electronic media and other age-appropriate materials. 1.2 The student will expand understanding and use of word meanings. 1.2 b) Begin to ask for clarification and explanation of words and ideas.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1.1 CF Participate in a variety of oral language activities, such as asking and answering questions about what is said in order to gather additional information or clarify something not understood.
Presentation of Knowledge and Ideas	
4. Describe people, places, things, and events with relevant	K.2 The student will expand understanding and use of word

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details, expressing ideas and feelings clearly.	meanings. K.2 c) Use words to describe/name people, places, and things. 1.1 The student will continue to demonstrate growth in the use of oral language. 1.1 b) Tell and retell stories and events in logical order. 1.1 e) Express ideas orally in complete sentences.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	K.6 The student will demonstrate an understanding that print conveys meaning. K.6 c) Read and explain own writing and drawings. K.12 The student will write to communicate ideas for a variety of purposes. K.12 b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.
6. Produce complete sentences when appropriate to task and situation.	1.1 The student will continue to demonstrate growth in the use of oral language. 1.1 e) Express ideas orally in complete sentences.
CCSS Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters.	K.11 The student will print in manuscript. K.11 a) Print uppercase and lowercase letters of the alphabet independently.
b. Use common, proper, and possessive nouns.	1.2 The student will expand understanding and use of word meanings. 1.2 c) Use common singular and plural nouns. 2.7 CF demonstrate an understanding of what the apostrophe signifies in singular possessive words (e.g.,Maria's).
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	1.2 CF Use common singular and plural nouns with matching verbs in basic sentences (e.g., *She walks., We walk.*).
d. Use personal, possessive, and indefinite pronouns (e.g., I, me,	1.2 CF Use common pronouns (e.g., I, me, mine; they, them,

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my; they, them, their, anyone, everything).	theirs, anyone, everything). 2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 2.13 d) Use singular and plural nouns and pronouns.
e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	2.1 CF Use present, past, and future tenses appropriately.
f. Use frequently occurring adjectives.	K.8 CF Use common adjectives to distinguish objects (e.g., the *small red* square; the *shy white cat*) (Students are not required to know the term adjective at this level.).
g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	1.2 CF Use articles (e.g., a, an, the), conjunctions (e.g., and, but, or, so, because), and prepositions (e.g., during, beyond, toward) correctly.
h. Use determiners (e.g., articles, demonstratives).	3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 i) Use the articles a, an, and the correctly. 1.2 CF Use articles (e.g., a, an, the), conjunctions (e.g., and, but, or, so, because), and prepositions (e.g., during, beyond, toward) correctly.
i. Use frequently occurring prepositions (e.g., during, beyond, toward).	1.2 CF Use articles (e.g., a, an, the), conjunctions (e.g., and, but, or, so, because), and prepositions (e.g., during, beyond, toward) correctly. 4.8 CF Appropriately identify and use the following parts of a sentence in writing: subject, predicate, and prepositional phrase.
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1.13 The student will write to communicate ideas for a variety of purposes. 1.13 d) Use complete sentences in final copies. 1.13 CF In final copies, use complete sentences that begin with a

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	capital letter and use correct ending punctuation. 2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 2.13 a) Recognize and use complete sentences. 2.13 b) Use and punctuate declarative, interrogative, and exclamatory sentences.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people.	1.13 CF Capitalize dates and names of people.
b. Use end punctuation for sentences.	1.13 The student will write to communicate ideas for a variety of purposes. 1.13 e) Begin each sentence with a capital letter and use ending punctuation in final copies.
c. Use commas in dates and to separate single words in a series.	1.13 CF In final copies, use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates. 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 f) Use commas in a simple series.
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	1.6 The student will apply phonetic principles to read and spell. 1.6 a) Use beginning and ending consonants to decode and spell single-syllable words. 1.6 b) Use two-letter consonant blends to decode and spell single-syllable words. 1.6 c) Use beginning consonant digraphs to decode and spell single-syllable words. 1.6 d) Use short vowel sounds to decode and spell single-syllable words. 1.6 e) Blend beginning, middle, and ending sounds to recognize

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	and read words. 1.6 f) Use word patterns to decode unfamiliar words. 1.6 g) Read and spell simple two-syllable compound words. 1.6 h) Read and spell commonly used sight words. 1.13 The student will write to communicate ideas for a variety of purposes. 1.13 f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	1.12 The student will print legibly. 1.12 c) Use the alphabetic code to write unknown words phonetically.
Knowledge of Language	
3. (Begins in grade 2) *No standard stated for CCSS.*	
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	1.2 The student will expand understanding and use of word meanings. 1.2 d) Use vocabulary from other content areas. 1.7 The student will use semantic clues and syntax to expand vocabulary when reading. 1.7 d) Use knowledge of sentence structure. 1.8 The student will expand vocabulary. 1.8 b) Develop vocabulary by listening to and reading a variety of texts. 1.8 c) Ask for the meaning of unknown words and make connections to familiar words. 1.8 d) Use text clues such as words or pictures to discern meanings of unknown words. 1.8 e) Use vocabulary from other content areas. 2.6 CF Determine which of the multiple meanings of a word in

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	context makes sense by using semantic clues.
b. Use frequently occurring affixes as a clue to the meaning of a word.	2.7 The student will expand vocabulary when reading. 2.7 b) Use knowledge of prefixes and suffixes.
c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	1.7 CF Expand vocabulary by using frequently occurring root words to read inflectional forms (e.g., *look, looks, looked, looking*).
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	K.8 CF Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	1.8 CF Ask for the meaning of unknown words and make connections to familiar words by defining words by category and by one or more attributes (e.g., *a swan is a bird that swims*, *a cardinal is a red bird*)
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	K.8 CF Identify real-life connections between words and their use (e.g., places that are loud). 1.8 CF Ask for the meaning of unknown words and make connections to familiar words by identifying real-life connections between words and their use (e.g., places that are *safe*).
d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	1.1 The student will continue to demonstrate growth in the use of oral language. 1.1 d) Participate in creative dramatics. 1.1 CF Participate in creative dramatics, (e.g., classroom songs, plays, skits, and group activities) designed to give students frequent opportunities for listening and speaking. 2.7 CF Discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as slender, thin, scrawny; closely related verbs such as look, peek, glance).

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6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).	1.2 The student will expand understanding and use of word meanings. 1.2 a) Increase listening and speaking vocabularies. 1.2 CF Use articles (e.g., a, an, the), conjunctions (e.g., and, but, or, so, because), and prepositions (e.g., during, beyond, toward) correctly.

English SOL for grade 1 aligned with the CCSS at other grade levels	
Grade 2 Speaking and Listening 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	1.1 The student will continue to demonstrate growth in the use of oral language. 1.1 c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
Kindergarten Reading Standards: Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.	1.4. The student will orally identify, produce, and manipulate various units of speech sounds within words. 1.4 a) Create rhyming words.
Kindergarten Reading Standards: Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	1.4 e) Add or delete phonemes (sounds) to make new words.
Kindergarten Reading Standards: Foundational Skills 1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page.	1.5 The student will apply knowledge of how print is organized and read. 1.5 a) Read from left to right and from top to bottom.

English SOL for grade 1 aligned with the CCSS at other grade levels	
Kindergarten Reading Standards: Foundational Skills 1. Demonstrate understanding of the organization and basic features of print. b. Recognize that spoken words are represented in written language by specific sequences of letters.	1.5 The student will apply knowledge of how print is organized and read. 1.5 b) Match spoken words with print.
Kindergarten Reading Standards: Foundational Skills 1. Demonstrate understanding of the organization and basic features of print. c. Understand that words are separated by spaces in print.	1.5 The student will apply knowledge of how print is organized and read. 1.5 a) Read from left to right and from top to bottom. 1.5 b) Match spoken words with print.
Kindergarten Reading Standards: Foundational Skills 1. Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper- and lowercase letters of the alphabet.	1.5 c) Identify letters, words, sentences, and ending punctuation.
Grade 2 Reading Standards for Literature 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	1.7 The student will use semantic clues and syntax to expand vocabulary when reading. 1.7 e) Use knowledge of story structure.
Kindergarten Reading Standards for Literature 3. With prompting and support, identify characters, settings, and major events in a story.	1.9 The student will read and demonstrate comprehension of a variety of fictional texts. 1.9 f) Identify characters, setting, and important events.
Grade 2 Reading Standards for Literature 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	1.9 g) Retell stories and events, using beginning, middle, and end.

English SOL for grade 1 aligned with the CCSS at other grade levels	
Grade 5 Reading Standards for Literature 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	1.9 h) Identify the main idea or theme.
Grade 2 Language 2. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	1.11 The student will use simple reference materials. 1.11 a) Use knowledge of alphabetical order by first letter.
Grade 2 Language 2. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	1.11 b) Use a picture dictionary to find meanings of unfamiliar words.
Grade 2 Writing 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	1.13 c) Revise by adding descriptive words when writing about people, places, things, and events.

English SOL for grade 1 not explicitly stated in the CCSS at any grade level	
	1.3 The student will adapt or change oral language to fit the situation. 1.3 d) Follow simple two-step oral directions.
	1.3 e) Give simple two-step oral directions.
	1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 1.4 b) Count phonemes (sounds) in one-syllable words.
	1.5 The student will apply knowledge of how print is organized and read. 1.5 d) Read his/her own writing.
	1.7 The student will use semantic clues and syntax to expand

English SOL for grade 1 not explicitly stated in the CCSS at any grade level	
	vocabulary when reading. 1.7 b) Use titles and pictures.
	1.9 The student will read and demonstrate comprehension of a variety of fictional texts. 1.9 a) Preview the selection.
	1.9 d) Make and confirm predictions.
	1.12 The student will print legibly. 1.12 a) Form letters accurately.
	1.13 The student will write to communicate ideas for a variety of purposes. 1.13 a) Generate ideas.
	1.13 g) Share writing with others.

Grade 2

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Reading	
Reading for Literature	
Key Ideas and Details	
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.8 The student will read and demonstrate comprehension of fictional texts. 2.8 c) Ask and answer questions about what is read. 3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. 3.6 d) Ask and answer questions about what is read.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	1.9 The student will read and demonstrate comprehension of a variety of fictional texts. 1.9 g) Retell stories and events, using beginning, middle, and end. 2.8 The student will read and demonstrate comprehension of fictional texts. 2.8 g) Identify the main idea. 3.5 CF Gain meaning before, during, and after reading by understanding the basic-lessons or morals of fairy tales, myths, folktales, legends, and fables from diverse cultures.
3. Describe how characters in a story respond to major events and challenges.	2.8 CF Describe how characters in a story or poem respond to key events.
Craft and Structure	
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	1.1 CF Participate in a variety of oral language activities, such as participating in discussions about stories and poems; 3.5 CF Develop an increased understanding of the essential elements and characteristics of fictional text and poetry.

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5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	1.7 The student will use semantic clues and syntax to expand vocabulary when reading. 1.7 e) Use knowledge of story structure. 2.8 The student will read and demonstrate comprehension of fictional texts. 2.8 h) Summarize stories and events with beginning, middle, and end in the correct sequence.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	2.1 CF Dramatize familiar stories (e.g., plays, skits, reader's theater).
Integration of Knowledge and Ideas	
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	2.8 CF Use information from illustrations and words to demonstrate comprehension of characters, settings, and plots.
8. (Not applicable to literature) *No standard stated for CCSS.*	
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	2.8 CF Compare and contrast at least two versions of the same story (e.g., Cinderella stories).
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.5 CF Reading Focus Statement: When [students] read independently, students will understand and enjoy books that are considerably longer and more complex in plot, syntax, and structure. 2.8 CF To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS): ◦ independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and

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	comprehension is strong. ◦ instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored. ◦ frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected.
Reading for Informational Texts	
Key Ideas and Details	
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. 1.10 f) Ask and answer who, what, where, when, why, and how questions about what is read. 2.9 The student will read and demonstrate comprehension of nonfiction texts. 2.9 e) Ask and answer questions about what is read.
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	2.9 The student will read and demonstrate comprehension of nonfiction texts. 2.9 g) Identify the main idea.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	2.9 CF Students will relate their own experiences to make sense of and talk about a topic by: ◦ recognizing similarities between personal experiences and the text (text to self); ◦ recognizing similarities between the current text and other texts read (text to text); and ◦ recognizing similarities between what is known about the topic and what is discovered in the new text (text to

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	world).
Craft and Structure	
4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	2.7 CF Students will also develop vocabulary by discussing meanings of words and by listening and reading a variety of text across the content areas.
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	2.9 CF Locate information in textbooks and other trade books texts to answer questions (e.g., use text features to locate and answer questions - headings, subheadings, bold print, charts, tables of contents). 2.10 The student will demonstrate comprehension of information in reference materials. 2.10 b) Use pictures, captions, and charts. 3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources. 3.7 b) Use table of contents, indices, and charts.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	2.9 The student will read and demonstrate comprehension of nonfiction texts. 2.9 g) Identify the main idea. 3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 e) Identify the author's purpose.
Integration of Knowledge and Ideas	
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	2.9 CF Explain how illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify text.
8. Describe how reasons support specific points the author makes in a text.	2.9 CF Understand that they must attend to the details of the text in order to comprehend.
9. Compare and contrast the most important points presented by two texts on the same topic.	2.9 CF Students will relate their own experiences to make sense of and talk about a topic by: ◦ recognizing similarities between the current text and

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	other texts read (text to text)
Range of Reading and Level of Text Complexity	
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.9 CF The intent of this standard is that students will read and demonstrate comprehension of nonfiction texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. In addition, see word accuracy rates under Range of Reading and Level of Text Complexity within *Reading for Literature*. *(SOL 2.8 CF)*
Foundational Skills	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.5 The student will use phonetic strategies when reading and spelling. 2.5 CF Distinguish long and short vowels when reading one-syllable regularly spelled words.
b. Know spelling-sound correspondences for additional common vowel teams.	2.5 b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words. 2.5 CF Apply knowledge of the consonant-vowel patterns-CV (e.g., *go*), VC (e.g., *in*) , CVC (e.g., *pin*), CVCE (e.g., *take*), CVVC (e.g., *wait*), and CVCC (e.g., *wind*), to decode and spell words.
c. Decode regularly spelled two-syllable words with long vowels.	2.5 The student will use phonetic strategies when reading and spelling. 2.5 c) Decode regular multisyllabic words.
d. Decode words with common prefixes and suffixes.	2.5 CF Decode words with common prefixes and suffixes.
e. Identify words with inconsistent but common spelling-sound correspondences.	3.3 The student will apply word-analysis skills when reading. 3.3 a) Use knowledge of regular and irregular vowel patterns.
f. Recognize and read grade-appropriate irregularly spelled	3.3 CF Apply knowledge of all regular and irregular vowel

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words.	patterns to decode words.
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	1.9 The student will read and demonstrate comprehension of a variety of fictional texts. 1.9 b) Set a purpose for reading. 2.8 CF Set a purpose for reading.
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	1.7 CF Use intonation, pauses, and emphasis emphases that signal the structure of the sentence when reading aloud (prosody). 2.8 CF Fluency develops as students have many opportunities to practice reading at their independent reading level.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	1.8 CF Use words, pictures, and other clues from text to confirm or self-correct, rereading as necessary. 2.6 The student will use semantic clues and syntax to expand vocabulary when reading. 2.6 a) Use information in the story to read words. 2.6 d) Reread and self-correct. 2.9 CF Reread as necessary to confirm and self-correct for word accuracy and comprehension.
CCSS Writing Standards	
Text Types and Purposes	
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	2.12 CF Write informative/explanatory pieces that introduce the topic, use facts or opinions, and provide a concluding statement. 3.9 CF Use linking words (e.g., *also*, *another*, *and*, *more*) and linking phrases (e.g., *in order to, because of this, for example*) to connect ideas within categories of information. 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 b) Use transition words to vary sentence structure.

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2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2.12 CF Write informative/explanatory pieces that introduce the topic, use facts, and provide a concluding statement.
3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.12 The student will write stories, letters, and simple explanations. 2.12 c) Expand writing to include descriptive detail. 2.12 CF Include a beginning, middle, and end in narrative and expository writing. 2.12 CF Write narratives describing events with details, sequence, and a closure.
Production and Distribution of Writing	
4. (Begins in grade 3) *No standard stated for CCSS.*	
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	*Note: CCSS specify "with guidance and support" while Virginia sets student performance expectations.* 1.13 The student will write to communicate ideas for a variety of purposes. 1.13 c) Revise by adding descriptive words when writing about people, places, things, and events. 2.12 CF Stay on topic. 2.12 The student will write stories, letters, and simple explanations. 2.12 d) Revise writing for clarity. 4.7 The student will write cohesively for a variety of purposes. 4.7 f) Write a clear topic sentence focusing on the main idea.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	*Note: CCSS specify "with guidance and support" while Virginia sets student performance expectations.* 2.14 The student will use available technology for reading and writing. 2.14 CF Use available technology and media for reading and

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	writing, including in collaboration with peers.
Research to Build and Present Knowledge	
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	2.12 CF Participate in shared research and writing projects.
8. Recall information from experiences or gather information from provided sources to answer a question.	2.14 CF Ask and respond to questions about material presented through media.
CCSS Speaking and Listening Standards	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	1.3 The student will adapt or change oral language to fit the situation. 1.3 b) Follow rules for conversation using appropriate voice level in small-group settings. 2.3 The student will use oral communication skills. 2.3 c) Participate as a contributor and leader in a group. 2.3 CF Engage in taking turns in conversations by: ◦ making certain all group members have an opportunity to contribute; ◦ listening attentively by making eye contact while facing the speaker; and ◦ eliciting information or opinions from others.
b. Build on others' talk in conversations by linking their comments to the remarks of others.	2.3 CF Participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small group, teacher led).
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	2.3 CF Ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others).
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	K.9 The student will demonstrate comprehension of fictional texts.

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	K.9 f) Retell familiar stories, using beginning, middle, and end. 2.3 The student will use oral communication skills. 2.3 d) Retell information shared by others.
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	K.3 The student will build oral communication skills. K.3 h) Begin to ask how and why questions. 1.2 The student will expand understanding and use of word meanings. 1.2 b) Begin to ask for clarification and explanation of words and ideas. 2.3 CF Ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others).
Presentation of Knowledge and Ideas	
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	K.3 CF Speak audibly in complete sentences, expressing thoughts, feelings and ideas clearly. 2.3 The student will use oral communication skills. 2.3 a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond. 2.3 b) Share stories or information orally with an audience.
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	K.1 The student will demonstrate growth in the use of oral language. K.1 b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.2.1 The student will demonstrate an understanding of oral language structure. 1.1 The student will continue to demonstrate growth in the use of oral language. 1.1 c) Participate in a variety of oral language activities, including

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	choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns. 2.1 a) Create oral stories to share with others. 2.2 c) Clarify and explain words and ideas orally.
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	K.3 The student will build oral communication skills. K.3 a) Express ideas in complete sentences and express needs through direct requests. 1.1 CF Produce complete sentences when appropriate to task and situation. 2.1 CF Speak in complete sentences when appropriate to task and situation to provide details and clarification.
CCSS Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group).	2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. d) Use singular and plural nouns and pronouns.
b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	2.13 CF Use frequently occurring irregular plural nouns (e.g., feet, children, teeth, fish).
c. Use reflexive pronouns (e.g., myself, ourselves).	4.8 CF Use reflexive pronouns (e.g., myself, ourselves).
d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	2.1 The student will demonstrate an understanding of oral language structure. 2.1 c) Use correct verb tenses in oral communication. 3.10 d) Use past and present verb tenses.
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	4.8 CF Use adjectives and adverbs (use adverbs instead of adjectives where appropriate, (e.g., "He played really well." instead of "He played real well.").
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the	2.12 CF Produce, and expand complete simple and compound sentences (e.g., The girl listened to the music; The little girl listened to the loud music).

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little boy).	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names.	3.10 CF Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 2.13 c) Capitalize all proper nouns and the word I.
b. Use commas in greetings and closings of letters.	2.13 i) Use commas in the salutation and closing of a letter.
c. Use an apostrophe to form contractions and frequently occurring possessives.	2.13 e) Use apostrophes in contractions and possessives.
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	2.13 h) Use correct spelling for commonly used sight words, including compound words and regular plurals.
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	1.11 The student will use simple reference materials. 1.11 a) Use knowledge of alphabetical order by first letter. 1.11 b) Use a picture dictionary to find meanings of unfamiliar words. 2.12 CF Consult beginning reference materials, to check and correct spelling (e.g., beginning dictionaries).
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	4.2 CF Make oral presentations and reports by-differentiating formal and informal language and style when appropriate to task and situation (e.g., presentations, small-group discussions).
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	1.7 CF Use sentence-level context as a clue to the meaning of words and phrases. 2.2 The student will expand understanding and use of word meanings. 2.2 e) Use vocabulary from other content areas. 2.6 The student will use semantic clues and syntax to expand

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	vocabulary when reading. 2.6 b) Use knowledge of sentence structure. 2.7 The student will expand vocabulary when reading. 2.7 a) Use knowledge of homophones.
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	2.7 CF Determine the meaning of words when a known prefix is added to a known word (e.g., tie/untie, fold/unfold, write/rewrite, call/recall).
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	2.7 CF Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., sign, signal).
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	2.7 CF Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse; notebook).
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	2.10 The student will demonstrate comprehension of information in reference materials. 2.10 c) Use dictionaries, glossaries, and indices. 2.10 d) Use online resources.
5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	K.8 CF Identify real-life connections between words and their use (e.g., places that are loud).
b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	2.7 CF Discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as slender, thin, scrawny; closely related verbs such as look, peek, glance).
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	2.2 The student will expand understanding and use of word meanings. 2.2 a) Increase listening and speaking vocabularies. 2.3 CF Share and retell an experience or story to an audience in a

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	logical order, with appropriate facts, and descriptive details.

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Grade 3 Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. i. Produce simple, compound, and complex sentences.	2.1 The student will demonstrate an understanding of oral language structure. 2.1 d) Use increasingly complex sentence structures in oral communication.
Grade 4 Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	2.2 The student will expand understanding and use of word meanings. 2.2 d) Identify and use synonyms and antonyms.
Kindergarten Reading Standards: Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Count, pronounce, blend, and segment syllables in spoken words.	2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 2.4 b) Blend sounds to make one-syllable words.
Kindergarten Reading Standards: Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) Grade 1 Reading Standards: Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	2.4 c) Segment one-syllable words into individual speech sounds (phonemes).

English SOL for grade 2 aligned with the CCSS at other grade levels	
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
Grade 3 Reading Standards: Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode multisyllable words.	2.4 e) Blend and segment multisyllabic words at the syllable level.
Grade 1 Reading Standards: Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Grade 1 Reading Standards: Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs.	2.5 The student will use phonetic strategies when reading and spelling. 2.5 a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
Kindergarten Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	2.7 The student will expand vocabulary when reading. 2.7 b) Use knowledge of prefixes and suffixes.
Grade 3 Reading for Informational Text 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	2.7 d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
Grade 3 Reading for Informational Text 1. Ask and answer questions to demonstrate understanding of a	2.8 The student will read and demonstrate comprehension of fictional texts.

English SOL for grade 2 aligned with the CCSS at other grade levels	
text, referring explicitly to the text as the basis for the answers.	2.8 d) Locate information to answer questions.
Grade 1 Reading for Literature 3. Describe characters, settings, and major events in a story, using key details.	2.8 e) Describe characters, setting, and important events in fiction and poetry.
Grade 3 Speaking and Listening 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2.8 f) Identify the problem and solution.
Grade 4 Reading for Literature 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	2.8 i) Draw conclusions based on the text.
Grade 1 Reading Standards: Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	2.8 j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.
Grade 8 Language 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	2.9 The student will read and demonstrate comprehension of nonfiction texts. 2.9 c) Use prior and background knowledge as context for new learning.
Grade 1 Reading Standards: Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	2.9 d) Set purpose for reading.
Grade 5 Reading for Informational Text 7. Draw on information from multiple print or digital sources,	2.9 f) Locate information to answer questions.

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demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	
Grade 1 Reading Standards: Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	2.9 h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.
Grade 1 Reading for Informational Text 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	2.10 The student will demonstrate comprehension of information in reference materials. 2.10 a) Use table of contents.
Grade 1 Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 2.13 b) Use and punctuate declarative, interrogative, and exclamatory sentences.
Grade 1 Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	2.13 d) Use singular and plural nouns and pronouns.
Grade 3 Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Form and use possessives.	2.13 f) Use contractions and singular possessives.
Grade 4 Language 1. Demonstrate command of the conventions of standard English	2.13 j) Use verbs and adjectives correctly in sentences.

English SOL for grade 2 aligned with the CCSS at other grade levels	
grammar and usage when writing or speaking. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).	

English SOL for grade 2 not explicitly stated in the CCSS at any grade level	
	2.1 The student will demonstrate an understanding of oral language structure. 2.1 b) Create and participate in oral dramatic activities.
	2.1 e) Begin to self-correct errors in language use.
	2.3 The student will use oral communication skills. 2.3 e) Follow three- and four-step directions.
	2.3 f) Give three- and four-step directions.
	2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 2.4 a) Count phonemes (sounds) within one-syllable words.
	2.8 The student will read and demonstrate comprehension of fictional texts. 2.8 a) Make and confirm predictions.
	2.8 b) Relate previous experiences to the main idea.
	2.9 The student will read and demonstrate comprehension of nonfiction texts. 2.9 a) Preview the selection using text features.
	2.9 b) Make and confirm predictions about the main idea.
	2.11 The student will maintain legible printing and begin to make the transition to cursive.
	2.12 The student will write stories, letters, and simple explanations.

English SOL for grade 2 not explicitly stated in the CCSS at any grade level	
	2.12 a) Generate ideas before writing.
	2.12 b) Organize writing to include a beginning, middle, and end for narrative and expository writing.
	2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 2.13 g) Use knowledge of simple abbreviations.

Grade 3

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Reading	
Reading for Literature	
Key Ideas and Details	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 f) Ask and answer questions about what is read. 3.5 CF Read for a specific purpose by: ◦ locating specific information in a reading selection; ◦ identifying details that support a stated main idea.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 i) Identify the main idea. 3.5 CF Gain meaning before, during, and after reading by: understanding the basic-lessons or morals of fairy tales, myths, folktales, legends, and fables from diverse cultures.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3.5 CF Apply knowledge of characterization by describing a character's attributes (traits, motivations or feelings);
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	5.4 CF Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. 5.4 CF Identify when an author uses language figuratively.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5.5 CF Recognize structural elements of poems (e.g., verse, rhythm) and drama (e.g., casts, dialogue).
6. Distinguish their own point of view from that of the narrator or those of the characters.	5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. 5.5f) Identify and ask questions that clarify various points of

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	view.
Integration of Knowledge and Ideas	
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	2.8 CF Explain how illustrations and images contribute to and clarify text.
8. (Not applicable to literature) *No standard stated for CCSS.*	
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 b) Make connections between previous experiences and reading selections. 3.5 d) Compare and contrast settings, characters, and events.
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	3.3 CF Reading Focus Statement: An emphasis will be placed on learning about words, reading age-appropriate text with fluency and expression, and learning comprehension strategies. 3.5 CF To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS): ◦ independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong. ◦ instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored. ◦ frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with

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	neither accuracy nor fluency, and therefore his or her comprehension will be affected.
Reading for Informational Texts	
Key Ideas and Details	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.5 CF Asks and answer questions about the text to demonstrate understanding. 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 6.6 c) Identify questions to be answered.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. 3.6 g) Identify the main idea. 3.6 h) Identify supporting details.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3.5 CF Apply understanding of text structure to guide reading by: ◦ identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions.
Craft and Structure	
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	2.7 The student will expand vocabulary when reading. 2.7 d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. 3.4 The student will expand vocabulary when reading. 3.4 f) Use vocabulary from other content areas.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	3.6 CF Use text formats such as the following to preview and set a purpose for reading, and to locate information relevant to a given topic efficiently: ◦ content text features, such as headings and chapter layout by topic;

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	◦ functional formats, such as advertisements, flyers, and directions; ◦ specialized type, such as bold face and italics; and ◦ visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs. 3.7 CF Retrieve information from electronic sources. 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 6.6 a) Use text structures such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
6. Distinguish their own point of view from that of the author of a text.	5.6 CF Form opinions and draw conclusions from the selection.
Integration of Knowledge and Ideas	
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	3.6 CF Use text features to make meaning by using illustrations to gain information (e.g., maps, photographs).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	5.6 CF Identify structural and organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order. 3.4 CF Apply understanding of language structure to make meaning from text by ◦ using signal transition words of time sequence, such as (e.g., first, second, next, later, after, and finally). 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 6.6 k) Identify cause and effect relationships.
9. Compare and contrast the most important points and key	2.9 CF Use knowledge from their own experiences to make sense

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details presented in two texts on the same topic.	of and talk about a topic, recognizing similarities between: ◦ personal experiences and the text; ◦ the current text and other texts read; and ◦ what is known about the topic and what is discovered in the new text.
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	3.3 CF Reading Focus Statement: At the third-grade level, students will make the transition from a focus on learning how to read to an emphasis on reading to learn and reading for enjoyment. An emphasis will be placed on learning about words, reading age-appropriate text with fluency and expression, and learning comprehension strategies. In addition, see word accuracy rates under Range of Reading and Level of Text Complexity within *Reading for Literature*. *(SOL 3.5 CF)*
Foundational Skills	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes.	3.3 The student will apply word-analysis skills when reading. 3.4 The student will expand vocabulary when reading. 3.4 b) Use knowledge of roots, affixes, synonyms, and antonyms.
b. Decode words with common Latin suffixes.	3.4 The student will expand vocabulary when reading. 3.4 b) Use knowledge of roots, affixes, synonyms, and antonyms. 5.4 CF Students will build their knowledge of word origins by learning about Greek and Latin affixes.
c. Decode multisyllable words.	2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 2.4 e) Blend and segment multisyllabic words at the syllable level.

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	3.3 The student will apply word-analysis skills when reading. 3.3 b) Decode regular multisyllabic words.
d. Read grade-appropriate irregularly spelled words.	3.3 The student will apply word-analysis skills when reading. 3.3 a) Use knowledge of regular and irregular vowel patterns.
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	3.3 CF Reading Focus Statement: An emphasis will be placed on learning about words, reading age-appropriate text with fluency and expression, and learning comprehension strategies.
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	3.5 CF Practice reading and rereading familiar text that is on their independent reading level to develop fluency, accuracy, and expression.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.4 The student will expand vocabulary when reading. 3.4 c) Apply meaning clues, language structure, and phonetic strategies. 3.5 CF Use reading strategies to monitor comprehension throughout the reading process by using context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS Writing Standards	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	3.9 CF Follow the organization of particular forms of writing for informative/explanatory purposes : • use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic.
b. Provide reasons that support the opinion.	3.9 CF Follow the organization of particular forms of writing for informative/explanatory purposes : use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic.
c. Use linking words and phrases (e.g., because, therefore, since,	3.9 CF Use linking words (e.g., *also*, *another*, *and*, *more*) and

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for example) to connect opinion and reasons.	linking phrases (e.g., *in order to, because of this, for example*) to connect ideas within categories of information.
d. Provide a concluding statement or section.	3.9 CF Follow the organization of particular forms of writing for informative/explanatory purposes: • introduce a topic and group related information in paragraph form • use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic • use specific vocabulary to inform and explain the topic • provide a concluding statement or section
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	3.9 CF Follow the organization of particular forms of writing for informative/explanatory purposes: • introduce a topic and group related information in paragraph form
b. Develop the topic with facts, definitions, and details.	3.9 CF Follow the organization of particular forms of writing for informative/explanatory purposes: • use facts, definitions, quotations, details, or other examples and information to develop the topic
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	3.9 CF Use linking words (e.g., also, another, and, more) and linking phrases (e.g., in order to, because of this, for example) to connect ideas within categories of information.
d. Provide a concluding statement or section.	3.9 CF Follow the organization of particular forms of writing for: ◦ informative/explanatory purposes – provide a concluding statement or section
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or	3.9 CF Follow the organization of particular forms of writing for: ◦ narratives – sequence events – use transition words and phrases for sentence variety

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characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	and to manage the sequence of events – use specific vocabulary to convey experiences and events – provide a conclusion 3.10 CF Punctuate correctly: ◦ using conventions of dialogue, (e.g., quotation marks to indicate someone is saying something, indentation to show that the speaker has changed, and signal words like *he said* and *she exclaimed*).
Production and Distribution of Writing	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)	*Note: CCSS specify "with guidance and support" while Virginia sets student performance expectations.* 3.8 CF Writing Focus Statement: At the third-grade level, students will continue to develop their writing skills. When they write letters, stories, and simple explanations, the instructional emphasis will be on paragraph development. Their sentences will become more complex, and they will learn to select details to elaborate the main idea of the paragraph. Students will revise and edit for correct sentence formation, grammar, capitalization, punctuation, and spelling. They will use their written communication skills across the curricula.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3)	*Note: CCSS specify "with guidance and support" while Virginia sets student performance expectations.* 3.9 The student will write for a variety of purposes. 3.9 a) Identify the intended audience. 3.9 b) Use a variety of prewriting strategies. 3.9 c) Write a clear topic sentence focusing on the main idea. 3.9 d) Write a paragraph on the same topic. 3.9 e) Use strategies for organization of information and

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	elaboration according to the type of writing. 3.9 f) Include details that elaborate the main idea. 3.9 g) Revise writing for clarity of content using specific vocabulary and information. 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 a) Use complete sentences. 3.10 b) Use transition words to vary sentence structure. 3.10 c) Use the word I in compound subjects. 3.10 d) Use past and present verb tense. 3.10 e) Use singular possessives. 3.10 f) Use commas in a simple series. 3.10 h) Use apostrophes in contractions with pronouns and in possessives. 3.10 i) Use the articles a, an, and the correctly. 3.10 j) Use correct spelling for frequently used sight words, including irregular plurals.
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	*Note: CCSS specify "with guidance and support" while Virginia sets student performance expectations.* 3.12 CF Use available technology to compose, edit and share writing as well as to interact and collaborate with others.
Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge about a topic.	3.11 The student will write a short report. 3.11 a) Construct questions about the topic. 3.11 b) Identify appropriate resources. 3.11 c) Collect and organize information about the topic into a short report. 3.11 d) Understand the difference between plagiarism and using own words.

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8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. 3.6 k) Identify new information gained from reading. 3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources. 3.7 a) Use encyclopedias and other reference books, including online reference materials. 3.11 The student will write a short report. 3.11 a) Construct questions about the topic. 3.11 b) Identify appropriate resources. 3.11 c) Collect and organize information about the topic into a short report. 3.11 d) Understand the difference between plagiarism and using own words. 3.12 CF Use available technology for reading and writing.
9. (Begins in grade 4) *No standard stated for CCSS.*	
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	3.9 CF Students should have practice writing on demand, for shorter time frames, and over extended periods of time.
CCSS Speaking and Listening Standards – Grade 3	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other	3.1 CF Participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small group, teacher led). 11.1 CF Define a position and select evidence to support that position through reading, writing, and discussion.

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information known about the topic to explore ideas under discussion.	
b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	3.1 Take initiative in moving a group discussion forward by following rules for discussions and assigned group roles.
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	3.9 CF Ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others).
d. Explain their own ideas and understanding in light of the discussion.	3.1 CF Participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small group, teacher-led).
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2.8 The student will read and demonstrate comprehension of fictional texts. 2.8 f) Identify the problem and solution. 3.5 CF Identify the problem (conflict) and solution, main idea, and supporting details.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3.1 The student will use effective communication skills in group activities. 3.1 a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said. 3.1 b) Ask and respond to questions from teachers and other group members. 3.1 c) Explain what has been learned. 3.1 d) Use language appropriate for context. 3.1 e) Increase listening and speaking vocabularies.
Presentation of Knowledge and Ideas	
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	3.2 The student will present brief oral reports using visual media. 3.2 a) Speak clearly. 3.2 b) Use appropriate volume and pitch.

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	3.2 c) Speak at an understandable rate. 3.2 e) Use contextually appropriate language and specific vocabulary to communicate ideas. 3.2 CF Deliver oral presentations in an engaging manner that maintains audience interest by reporting on a topic, telling a story, or recounting an experience with appropriate facts and relevant details.
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	3.2 CF Deliver oral presentations in an engaging manner that maintains audience interest by: ◦ speaking at an understandable rate; ◦ using visual media (e.g., images, posters, and charts) to emphasize or enhance facts or details.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	2.1 CF Speak in complete sentences when appropriate to task and situation to provide details and clarification.
CCSS Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	K.3 The student will build oral communication skills. K.3 a) Express ideas in complete sentences and express needs through direct requests. 3.10 CF Students will identify the following parts of speech: nouns, verbs, and pronouns. 3.9 CF Use precise nouns, verbs, and adjectives. 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 4.8 d) Use noun-pronoun agreement. 4.8 f) Incorporate adjectives and adverbs. 6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and

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	paragraphing. 6.8 g) Choose adverbs to describe verbs, adjectives, and other adverbs**.**
b. Form and use regular and irregular plural nouns.	2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 2.13 h) Use correct spelling for commonly used sight words, including compound words and regular plurals. 2.13 CF Use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *fish*). 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 j) Use correct spelling for frequently used sight words, including irregular plurals.
c. Use abstract nouns (e.g., childhood).	2.13 CF Use frequently occurring irregular plural nouns (e.g., feet, children, teeth, fish).
d. Form and use regular and irregular verbs.	2.1 The student will demonstrate an understanding of oral language structure. 2.1 c) Use correct verb tenses in oral communication. 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 d) Use past and present verb tense.
e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 d) Use past and present verb tense.
f. Ensure subject-verb and pronoun-antecedent agreement.	4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 4.8 a) Use subject-verb agreement. 4.8 CF Use noun/pronoun agreement (pronoun agrees in

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	number and gender with its antecedent). 6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 6.8 b) Use subject-verb agreement with intervening phrases and clauses. 7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 7.8 d) Use subject-verb agreement with intervening phrases and clauses.
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 5.8 b) Use adjective and adverb comparisons.
h. Use coordinating and subordinating conjunctions.	5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 5.8 h) Edit for fragments and run-on sentences. 5.8 k) Identify and use conjunctions.
i. Produce simple, compound, and complex sentences.	2.1 The student will demonstrate an understanding of oral language structure. 2.1 d) Use increasingly complex sentence structures in oral communication. 3.8 CF Writing Focus Statement: Their sentences will become more complex, and they will learn to select details to elaborate the main idea of the paragraph.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

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a. Capitalize appropriate words in titles.	2.13 c) Capitalize all proper nouns and the word I.
b. Use commas in addresses.	4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 4.8 e) Use commas in series, dates, and addresses.
c. Use commas and quotation marks in dialogue.	3.10 CF Use conventions of dialogue, (e.g., quotation marks to indicate someone is saying something, indentation to show that the speaker has changed, and signal words like *he said* and *she exclaimed*). 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 5.8 e) Use quotation marks with dialogue. 6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 6.8 f) Use quotation marks with dialogue. 6.8 CF Punctuate and format dialogue. 7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 7.8 g) Use quotation marks with dialogue.
d. Form and use possessives.	2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 2.13 f) Use contractions and singular possessives. 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 e) Use singular possessives. 3.10 h) Use apostrophes in contractions with pronouns and in

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	possessives. 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 5.8 a) Use plural possessives.
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 j) Use correct spelling for frequently used sight words, including irregular plurals.
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	3.4 The student will expand vocabulary when reading. 3.4 b) Use knowledge of roots, affixes, synonyms, and antonyms. 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 j) Use correct spelling for frequently used sight words, including irregular plurals.
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	3.4 The student will expand vocabulary when reading. 3.4 g) Use word reference resources including the glossary, dictionary, and thesaurus.
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.	3.2 CF Deliver oral presentations in an engaging manner that maintains audience interest by selecting words and phrases for effect. 4.7 The student will write cohesively for a variety of purposes. 4.7 i) Utilize elements of style, including word choice and sentence variation.
b. Recognize and observe differences between the conventions of spoken and written standard English.	3.10 CF Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use	

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4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	3.4 The student will expand vocabulary when reading. 3.4 c) Apply meaning clues, language structure, and phonetic strategies. 3.4 e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. 3.4 f) Use vocabulary from other content areas.
a. Use sentence-level context as a clue to the meaning of a word or phrase.	3.4 CF Using context clues, such as a restatement, a renaming or synonym, an example, or a direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words.
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	3.4 The student will expand vocabulary when reading. 3.4 b) Use knowledge of roots, affixes, synonyms, and antonyms.
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	3.4 CF Apply knowledge of roots to decode unknown words with the same root (e.g., *company, companion*).
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	3.4 The student will expand vocabulary when reading. 3.4 g) Use word reference resources including the glossary, dictionary, and thesaurus.
5. Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	2.7 CF Discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as slender, thin, scrawny). 5.4 The student will expand vocabulary when reading. 5.4 d) Identify an author's use of figurative language.
b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	1.8 CF Ask for the meaning of unknown words and make connections to familiar words by identifying real-life connections between words and their use (e.g., places that are *safe*).
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew,	2.7 CF Discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as slender, thin, scrawny; closely

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believed, suspected, heard, wondered).	related verbs such as look, peek, glance).
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	3.4 The student will expand vocabulary when reading. 3.4 f) Use vocabulary from other content areas. 4.4 Determine the meaning of general academic and content-specific words or phrases in a text.

English SOL for grade 3 aligned with the CCSS at other grade levels	
Grade 6 Writing 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	3.2 The student will present brief oral reports using visual media. 3.2 d) Organize ideas sequentially or around major points of information.
Grade 1 Reading Standards: Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.4 The student will expand vocabulary when reading. 3.4 d) Use context to clarify meaning of unfamiliar words.
Grade 1 Reading Standards: Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 a) Set a purpose for reading.
Grade 6 Reading for Informational Text 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	3.5 e) Identify the author's purpose.

English SOL for grade 3 aligned with the CCSS at other grade levels	
Kindergarten Reading for Literature 1. With prompting and support, ask and answer questions about key details in a text.	3.5 f) Ask and answer questions about what is read.
Grade 4 Reading for Literature 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	3.5 g) Draw conclusions about text.
Grade 1 Reading for Literature 3. Describe characters, settings, and major events in a story, using key details.	3.5 j) Identify supporting details.
Grade 4 Reading Standards: Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	3.5 m) Read with fluency and accuracy.
Grade 6 Reading for Informational Text 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. 3.6 a) Identify the author's purpose.
Grade 8 Language 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	3.6 b) Use prior and background knowledge as context for new learning.
Grade 1 Reading for Informational Text 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	3.6 c) Preview and use text features.
Grade 2 Reading for Literature 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a	3.6 d) Ask and answer questions about what is read.

English SOL for grade 3 aligned with the CCSS at other grade levels	
text.	
Grade 4 Reading for Informational Text 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	3.6 e) Draw conclusions based on text.
Grade 4 Reading for Informational Text 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	3.6 f) Summarize major points found in nonfiction texts.
Grade 2 Reading for Informational Text 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	3.7 b) Use table of contents, indices, and charts.
Grade 2 Writing 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also)	3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 b) Use transition words to vary sentence structure.
Grade 1 Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use commas in dates and to separate single words in a series.	3.10 f) Use commas in a simple series.
Grade 1 Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. h. Use determiners (e.g., articles, demonstratives).	3.10 i) Use the articles *a*, *an*, and *the* correctly.

English SOL for grade 3 not explicitly stated in the CCSS at any grade level	
	3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 c) Make, confirm, or revise predictions.
	3.5 k) Use reading strategies to monitor comprehension throughout the reading process.
	3.5 l) Differentiate between fiction and nonfiction.
	3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. 3.6 i) Compare and contrast the characteristics of biographies and autobiographies.
	3.8 The student will write legibly in cursive.
	3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 g) Use simple abbreviations.

Grade 4

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Reading	
Reading for Literature	
Key Ideas and Details	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 h) Draw conclusions/make inferences about text. 2.8 The student will read and demonstrate comprehension of fictional texts. 2.8 i) Draw conclusions based on the text. 3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 g) Draw conclusions about text. 4.5 CF Refer to details and examples in a text when explaining what the text says, drawing conclusions/making inferences from text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2.8 The student will read and demonstrate comprehension of fictional texts. 2.8 h) Summarize stories and events with beginning, middle, and end in the correct sequence. 4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 c) Identify the main idea. 4.5 CF Identify main ideas of a text and summarize using supporting details.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	4.5 CF Describe in depth a character, setting, or event drawing on specific details from the text (e.g., words, actions, or a character's thoughts).
Craft and Structure	

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4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	3.5 CF Students will read various types of fictional texts (e.g., children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth), and poetry. 3.5 CF Apply knowledge of characterization by ◦ describing a character's attributes (traits, motivations or feelings).
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5.5 CF Recognize structural elements of poems (e.g., verse, rhythm) and drama (e.g., casts, dialogue).
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. 5.5f) Identify and ask questions that clarify various points of view.
Integration of Knowledge and Ideas	
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	4.5 CF Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
8. (Not applicable to literature)	
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 f) Describe the relationship between text and previously read materials. 4.5 CF Discuss the similarities and differences between text and previously read materials (e.g., similar themes and topics, patterns of events).

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Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.4 CF Reading Focus Statement: Students will read widely from content-area texts and nonfiction literature. They will also collect information from a variety of resources in order to acquire additional knowledge about a topic. 4.5 CF To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS): ◦ independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong. ◦ instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored. ◦ frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected.
Reading for Informational Texts	
Key Ideas and Details	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. 3.6 e) Draw conclusions based on text. 4.6 The student will read and demonstrate comprehension of nonfiction texts. 4.6 f) Draw conclusions and make simple inferences using textual information as support.

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2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. 3.6 f) Summarize major points found in nonfiction texts. 3.6 CF State in their own words the main idea of a nonfiction selection. 3.6 CF Identify details that support the main idea of a nonfiction selection. 3.6 CF Summarize major points in a selection. 4.6 The student will read and demonstrate comprehension of nonfiction texts. 4.6 d) Identify the main idea. 4.6 e) Summarize supporting details.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	4.4 CF Reading Focus Statement: Students will read widely from content-area texts and nonfiction literature. They will also collect information from a variety of resources in order to acquire additional knowledge about a topic. They will construct questions about their topic, gather information, and synthesize the information for use in their oral presentations and writings.
Craft and Structure	
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	4.4 CF Determine the meaning of general academic and content-specific words or phrases in a text. 4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 e) Identify the problem and solution
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 h) Identify the problem and solution. 3.6 CF Apply understanding of text structure to guide reading by identifying sequence and cause-effect relationships of

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	information in functional texts, such as recipes and other sets of directions. 4.6 The student will read and demonstrate comprehension of nonfiction texts. 4.6 g) Distinguish between cause and effect. 5.6 CF Identify structural and organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order.
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	5.6 CF Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Integration of Knowledge and Ideas	
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	2.10 CF Interpret pictures, captions, diagrams, and tables. 4.6 The student will read and demonstrate comprehension of nonfiction texts. 4.6 a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
8. Explain how an author uses reasons and evidence to support particular points in a text.	4.6 The student will read and demonstrate comprehension of nonfiction texts. 4.6c) Explain the author's purpose.
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	4.9 CF Evaluate and combine (synthesize) related information from two or more sources.
Range of Reading and Level of Text Complexity	
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.4 CF Reading Focus Statement: Students will read widely from content-area texts and nonfiction literature. They will also collect information from a variety of resources in order to acquire additional knowledge about a topic. They will construct

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	questions about their topic, gather information, and synthesize the information for use in their oral presentations and writings. In addition, see word accuracy rates under Range of Reading and Level of Text Complexity within *Reading for Literature*. *(SOL 4.5 CF)*
Foundational Skills	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.	4.4 CF Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, roots, and affixes to read accurately multisyllabic words. 5.4 CF Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, roots, and affixes to read accurately multisyllabic words in context and out.
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 m) Read with fluency and accuracy. 4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 k) Use reading strategies throughout the reading process to monitor comprehension. 4.5 l) Read with fluency and accuracy. 4.6 The student will read and demonstrate comprehension of nonfiction texts. 4.6 l) Read with fluency and accuracy.
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 l) Read with fluency and accuracy.

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c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 k) Use reading strategies throughout the reading process to monitor comprehension.
CCSS Writing Standards	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	4.7 The student will write cohesively for a variety of purposes. 4.7 g) Write two or more related paragraphs on the same topic. 4.7 CF Recognize different modes of writing have different patterns of organization ◦ informative/explanatory – clearly introduce a topic and group related information in paragraphs – use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic – use specific vocabulary to inform and explain the topic; – provide a concluding statement or section related to the topic
b. Provide reasons that are supported by facts and details.	4.1 The student will use effective oral communication skills in a variety of settings. 4.1 d) Use evidence to support opinions.
c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	4.7 CF Link ideas within paragraphs using words and phrases (e.g., another, for example, since, also).
d. Provide a concluding statement or section related to the opinion presented.	4.7 CF Recognize different modes of writing have different patterns of organization ◦ informative/explanatory – clearly introduce a topic and group related information in paragraphs

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	– use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic – use specific vocabulary to inform and explain the topic; and – provide a concluding statement or section related to the topic
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	4.7 CF Recognize different modes of writing have different patterns of organization ° informative/explanatory – clearly introduce a topic and group related information in paragraphs.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	4.7 The student will write cohesively for a variety of purposes. 4.7 b) Focus on one aspect of a topic. 4.7 k) Include supporting details that elaborate the main idea. 4.7 CF Recognize different modes of writing have different patterns of organization ° informative/explanatory – use facts, definitions, quotations, details, or other examples and information to develop the topic.
c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	3.9 CF Use linking words (e.g., also, another, and, more) and linking phrases (e.g., in order to, because of this, for example) to connect ideas within categories of information.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	4.2 The student will make and listen to oral presentations and reports. 4.2 a) Use subject-related information and vocabulary. 4.7 CF Recognize different modes of writing have different patterns of organization

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	◦ informative/explanatory – use specific vocabulary to inform and explain the topic.
e. Provide a concluding statement or section related to the information or explanation presented.	4.7 CF Recognize different modes of writing have different patterns of organization ◦ informative/explanatory – provide a concluding statement or section related to the topic
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	4.7 CF Recognize different modes of writing have different patterns of organization ◦ narrative – organize an event sequence that unfolds naturally
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	5.7 CF Use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters.
c. Use a variety of transitional words and phrases to manage the sequence of events.	4.7 The student will write cohesively for a variety of purposes. 4.7 h) Use transition words for sentence variety. 4.7 CF Recognize different modes of writing have different patterns of organization ◦ narrative – use transition words and phrases for sentence variety and to manage the sequence of events.
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	4.7 CF Recognize different modes of writing have different patterns of organization ◦ narrative – use specific vocabulary, words, and phrases to convey experiences and events

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e. Provide a conclusion that follows from the narrated experiences or events.	4.7 CF Recognize different modes of writing have different patterns of organization ◦ narrative – provide a conclusion
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	4.7 The student will write cohesively for a variety of purposes. 4.7 a) Identify intended audience. 4.7 d) Organize writing to convey a central idea. 4.7 CF Produce clear and coherent writing in which the development and organization are appropriate to purpose and audience.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	*Note: CCSS specify "with guidance and support" while Virginia sets student performance expectations.* 4.7 The student will write cohesively for a variety of purposes. 4.7 j) Revise writing for clarity of content using specific vocabulary and information. 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 4.8 a) Use subject-verb agreement. 4.8 b) Include prepositional phrases. 4.8 c) Eliminate double negatives. 4.8 d) Use noun-pronoun agreement. 4.8 e) Use commas in series, dates, and addresses. 4.8 f) Incorporate adjectives and adverbs. 4.8 g) Use correct spelling for frequently used words, including common homophones. 4.8 h) Use singular possessives.

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	4.7 CF Create a plan and organize thoughts to convey a central idea before writing. 4.7 CF Revise the language, organization, and content of a piece of writing for a specific purpose.
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	4.7 CF Use available technology to gather information, aid in writing, and interact and collaborate with others.
Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	4.9 CF Research Focus Statement: At the fourth-grade level, students will conduct short research projects based on focused questions. Students will gather relevant information from sources and integrate the information while avoiding plagiarism.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	4.9 The student will demonstrate comprehension of information resources to research a topic. 4.9 b) Collect information from multiple resources including online, print, and media. 4.9 c) Use technology as a tool to organize, evaluate, and communicate information. 4.9 d) Give credit to sources used in research. 4.9 e) Understand the difference between plagiarism and using own words.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	3.11 CF Understand how information should be collected, analyzed and organized as a part of the process of writing a short report.
a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s	4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 b) Describe how the choice of language, setting, characters,

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thoughts, words, or actions].”).	and information contributes to the author's purpose.
b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	4.6 The student will read and demonstrate comprehension of nonfiction texts. 4.6 c) Explain the author's purpose. 4.5 CF Describe in depth a character, setting, or event drawing on specific details from the text (e.g., words, actions, or a character’s thoughts). 4.1 CF Identifying reasons and evidence a speaker provides to support particular points.
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	4.7 CF Students should have practice writing on demand, for shorter time frames, and over extended periods of time.
CCSS Speaking and Listening Standards	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	4.1 The student will use effective oral communication skills in a variety of settings. 4.1 b) Contribute to group discussions across content areas. 4.1 e) Use grammatically correct language and specific vocabulary to communicate ideas. 4.1 f) Communicate new ideas to others. 4.1 g) Demonstrate the ability to collaborate with diverse teams. 4.1 CF Participate in a range of discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, in groups, teacher-led). 11.1 CF Define a position and select evidence to support that position through reading, writing, and discussion.
b. Follow agreed-upon rules for discussions and carry out	4.1 CF Following rules for discussions and assigned partner or

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assigned roles.	group roles.
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	4.1 CF Responding to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	4.1 CF Reviewing key ideas expressed in discussions and explaining their own ideas and understanding;
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	5.9 CF Summarize or paraphrase information in notes and finished work.
3. Identify the reasons and evidence a speaker provides to support particular points.	4.1 CF Identifying reasons and evidence a speaker provides to support particular points;
Presentation of Knowledge and Ideas	
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	3.2 The student will present brief oral reports using visual media. 3.2 a) Speak clearly. 3.2 b) Use appropriate volume and pitch. 3.2 c) Speak at an understandable rate. 3.2 e) Use contextually appropriate language and specific vocabulary to communicate ideas. 4.2 CF Reporting on a topic or text, telling a story, or recounting an experience in an organized manner, using specific vocabulary, appropriate facts and descriptive details to support main ideas or themes.
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	4.2 CF Adding visual displays to presentations when appropriate to enhance development of theme and/or main ideas. 4.2 The student will make and listen to oral presentations and reports. 4.2 b) Listen to and record information.
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse	4.2 CF Make oral presentations and reports, differentiating formal and informal language and style when appropriate to task

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is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	and situation (e.g., presentations, small-group discussions).
CCSS Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).	4.8 CF Appropriately identify and use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions in their writing. 5.8 CF Students will also identify effectively use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, and interjections.
b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.	3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 d) Use past and present verb tense.
c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.	4.8 CF Appropriately identify and use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions in their writing.
d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).	2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 2.13 j) Use verbs and adjectives correctly in sentences.
e. Form and use prepositional phrases.	4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 4.8 b) Include prepositional phrases.
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 5.8 h) Edit for fragments and run-on sentences.
g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).	4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and

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	paragraphing. 4.8 g) Use correct spelling for frequently used words, including common homophones. 6.8 CF Use reference sources to differentiate among homophones and easily confused words,(e.g., *a lot/allot, effect/affect, bored/board*).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.	4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 4.8 a) Use subject-verb agreement. 4.8 b) Include prepositional phrases. 4.8 c) Eliminate double negatives. 4.8 d) Use noun-pronoun agreement. 4.8 e) Use commas in series, dates, and addresses. 4.8 f) Incorporate adjectives and adverbs. 4.8 g) Use correct spelling for frequently used words, including common homophones. 4.8 h) Use singular possessives. 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 5.8 i) Eliminate double negatives.
b. Use commas and quotation marks to mark direct speech and quotations from a text.	3.10 CF Using conventions of dialogue, (e.g., quotation marks to indicate someone is saying something, indentation to show that the speaker has changed, and signal words like *he said* and *she exclaimed*). 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.

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	5.8 e) Use quotation marks with dialogue. 6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 6.8 f) Use quotation marks with dialogue. 6.8 CF Punctuate and format dialogue.
c. Use a comma before a coordinating conjunction in a compound sentence.	6.7 CF Incorporate variety into sentences, using appropriate coordination, joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions;
d. Spell grade-appropriate words correctly, consulting references as needed.	4.4 The student will expand vocabulary when reading. 4.4 c) Use word-reference materials, including the glossary, dictionary, and thesaurus. 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 4.8 g) Use correct spelling for frequently used words, including common homophones.
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.	4.7 CF Use precise language and vocabulary to explain a topic.
b. Choose punctuation for effect.	4.7 The student will write cohesively for a variety of purposes. 4.7 i) Utilize elements of style, including word choice and sentence variation.
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	4.2 CF Make oral presentations and reports, differentiating formal and informal language and style when appropriate to task and situation (e.g., presentations, small-group discussions).
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-	4.4 The student will expand vocabulary when reading.

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meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	4.4 a) Use context to clarify meanings of unfamiliar words. 4.4 b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. 4.4 c) Use word-reference materials, including the glossary, dictionary, and thesaurus. 4.4 d) Develop vocabulary by listening to and reading a variety of texts. 4.4 e) Use vocabulary from other content areas.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).	5.4 CF Students will build their knowledge of word origins by learning about Greek and Latin affixes. 6.4 CF Use common, grade-appropriate Greek or Latin affixes and roots as clues to determine meanings of common English words.
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	4.4 The student will expand vocabulary when reading. 4.4 c) Use word-reference materials, including the glossary, dictionary, and thesaurus. 6.4 CF Students will develop independence with reference books to determine meaning, pronunciation, and origin of words.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.	5.4 The student will expand vocabulary when reading. 5.4 d) Identify an author's use of figurative language. 6.4 CF Identify figurative language in text, including: ◦ simile – figures of speech that use the words *like* or *as* to make comparisons; ◦ hyperbole – intentionally exaggerated figures of speech; and ◦ metaphor – a comparison equating two or more unlike things without using "like" or "as."
b. Recognize and explain the meaning of common idioms,	9.3 The student will apply knowledge of word origins,

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adages, and proverbs.	derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 d) Identify the meaning of common idioms.
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	2.2 The student will expand understanding and use of word meanings. 2.2 d) Identify and use synonyms and antonyms. 2.7 The student will expand vocabulary when reading. 2.7 c) Use knowledge of antonyms and synonyms. 4.4 CF Use their knowledge of synonyms (words with similar meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words.
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	4.4 The student will expand vocabulary when reading. 4.4e) Use vocabulary from other content areas. 4.4 CF Determine the meaning of general academic and content-specific words or phrases in a text.

English SOL for grade 4 aligned with the CCSS at other grade levels	
Grade 6 Writing 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	4.2 The student will make and listen to oral presentations and reports. 4.2 c) Organize information for clarity.

English SOL for grade 4 aligned with the CCSS at other grade levels	
Grade 6 Speaking and Listening 1. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	4.2 d) Use language and style appropriate to the audience, topic, and purpose.
Grade 7 Reading for Literature 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	4.3 The student will learn how media messages are constructed and for what purposes. 4.3 a) Differentiate between auditory, visual, and written media messages.
Grade 6 Reading for Informational Text 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 a) Explain the author's purpose.
Grade 5 Reading for Literature 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	4.5 d) Summarize supporting details.
Grade 5 Reading Standards: Foundational Skills c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.5 i) Make, confirm, or revise predictions.
Grade 5 Writing 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	4.5 j) Identify cause and effect relationships.
Grade 6 Reading for Informational Text 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	4.6 The student will read and demonstrate comprehension of nonfiction texts. 4.6 c) Explain the author's purpose.

English SOL for grade 4 aligned with the CCSS at other grade levels	
Grade 6 Speaking and Listening 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	4.6 h) Distinguish between fact and opinion.
Grade 5 Writing 9.b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	4.6 j) Identify new information gained from reading.
Grade 2 Writing 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	4.7 The student will write cohesively for a variety of purposes. 4.7 f) Write a clear topic sentence focusing on the main idea.
Grade 5 Reading for Informational Text 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	4.9 The student will demonstrate comprehension of information resources to research a topic. 4.9 a) Construct questions about a topic.

English SOL for grade 4 not explicitly stated in the CCSS at any grade level	
	4.1 The student will use effective oral communication skills in a variety of settings. 4.1 a) Present accurate directions to individuals and small groups.
	4.1 c) Seek ideas and opinions of others.
	4.1 h) Demonstrate the ability to work independently.
	4.3 The student will learn how media messages are constructed and for what purposes. 4.3 b) Identify the characteristics of various media messages.
	4.6 The student will read and demonstrate comprehension of

English SOL for grade 4 not explicitly stated in the CCSS at any grade level	
	nonfiction texts. 4.6 i) Use prior knowledge and build additional background knowledge as context for new learning.
	4.7 The student will write cohesively for a variety of purposes. 4.7 c) Use a variety of pre-writing strategies.

Grade 5

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Reading	
Reading for Literature	
Key Ideas and Details	
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 h) Draw conclusions/make inferences about text. 4.5 CF Refer to details and examples in a text when explaining what the text says, drawing conclusions/making inferences from text. 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. 5.5 i) Draw conclusions and make inferences from text.
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	1.9 The student will read and demonstrate comprehension of a variety of fictional texts. 1.9 h) Identify the main idea or theme. 4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 d) Summarize supporting details. 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. 5.5 g) Identify main idea. 5.5 h) Summarize supporting details from text. 5.5 CF Identify main idea or theme.
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 d) Compare and contrast settings, characters, and events.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and	5.4 The student will expand vocabulary when reading. 5.4 a) Use context to clarify meaning of unfamiliar words and

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similes.	phrases. 5.4 b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. 5.4 d) Identify an author's use of figurative language. 6.4 CF Identify figurative language in text, including: ◦ simile – figures of speech that use the words *like* or *as* to make comparisons; ◦ hyperbole – intentionally exaggerated figures of speech; and ◦ metaphor – a comparison equating two or more unlike things without using "like" or "as."
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. 8.5 j) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. 8.5 k) Identify cause and effect relationships.
6. Describe how a narrator's or speaker's point of view influences how events are described.	8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning. 8.5 g) Identify and ask questions that clarify various viewpoints.
Integration of Knowledge and Ideas	
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	5.3 CF Format (This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, children's voices.)

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	6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 6.5 c) Describe how word choice and imagery contribute to the meaning of a text. 8.3 CF Recognize that each medium creates meaning differently using visual and verbal techniques. For example, a dissolving picture indicates the passing of time, as do transitional words and phrases in verbal presentations. 8.3 CF Analyze a media text by considering what techniques have been used and their purpose.
8. (Not applicable to literature)	
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 7.5 b) Compare and contrast various forms and genres of fictional text. 7.5 c) Identify conventional elements and characteristics of a variety of genres.
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	5.5 CF To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS): ◦ independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong. ◦ instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored.

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	° frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected.
Reading for Informational Texts	
Key Ideas and Details	
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	4.6 CF Make simple inferences, using information from the text.
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5.6 The student will read and demonstrate comprehension of nonfiction texts. 5.6 d) Identify the main idea of nonfiction texts. 5.6 e) Summarize supporting details in nonfiction texts.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	5.6 The student will read and demonstrate comprehension of nonfiction texts. 5.6 j) Identify, compare, and contrast relationships.
Craft and Structure	
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	5.4 The student will expand vocabulary when reading. 5.4 g) Study word meanings across content areas.
5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	5.6 CF Identify structural and organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order. 7.6 CF Analyze how two or more authors writing about the same topic shape their presentations or viewpoints of key information using facts, opinions, and reasoning.
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they	5.6 CF Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in

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represent.	focus and the information provided.
Integration of Knowledge and Ideas	
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	2.9 The student will read and demonstrate comprehension of nonfiction texts. 2.9 f) Locate information to answer questions. 4.9 The student will demonstrate comprehension of information resources to research a topic. 4.9 a) Construct questions about a topic. 4.9 b) Collect information from multiple resources including online, print, and media. 5.9 The student will find, evaluate, and select appropriate resources for a research product. 5.9 a) Construct questions about a topic. 5.9 b) Collect information from multiple resources including online, print, and media.
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	7.6 CF Analyze how two or more authors writing about the same topic shape their presentations or viewpoints of key information using facts, opinions, and reasoning.
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	5.9 CF Evaluate and combine (synthesize) related information from two or more sources. 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 7.6 k) Organize and synthesize information for us in written forms.
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	*Note: See word accuracy rates listed above under Reading for Literature (SOL 5.5 CF)* See word accuracy rates under *Reading for Literature*.

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Foundational Skills	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5.4 The student will expand vocabulary when reading. 5.4 b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. 5.4 c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. 5.4 CF Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, roots, and affixes to read accurately multisyllabic words in context and out.
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. 5.5 l) Use reading strategies throughout the reading process to monitor comprehension. 5.5 m) Read with fluency and accuracy. 5.6 CF The intent of this standard is that students will read and demonstrate comprehension of nonfiction texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history, and social science, science, and mathematics.
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	4.5 CF Read familiar text with fluency, accuracy, and expression. 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. 5.5 m) Read with fluency and accuracy. 5.5 CF Read familiar text with fluency, accuracy, and expression to support comprehension.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.

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	4.5 i) Make, confirm, or revise predictions. 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. 5.5 k) Make, confirm, or revise predictions. 5.5 l) Use reading strategies throughout the reading process to monitor comprehension. 5.5 CF Become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty). 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 m), 8.6 l) Use reading strategies to monitor comprehension throughout the reading process.
CCSS Writing Standards	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	*Note: The SOL states that writing will be done for a variety of purposes and does not specifically state that opinion pieces will be written.* 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. 5.7 d) Write a clear topic sentence focusing on the main idea. 5.7 e) Write multiparagraph compositions. 5.7 CF Produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience.
b. Provide logically ordered reasons that are supported by facts and details.	5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. 5.7 i) Include supporting details that elaborate the main idea.
c. Link opinion and reasons using words, phrases, and clauses	5.7 CF Produce a clear and coherent written piece in which the

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(e.g., consequently, specifically).	development and organization are appropriate to purpose and audience.
d. Provide a concluding statement or section related to the opinion presented.	5.7 CF Provide a concluding statement or section related to the topic.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	4.7 CF Recognize different modes of writing have different patterns of organization ° informative/explanatory – clearly introduce a topic and group related information in paragraphs – use facts, definitions, quotations, details, or other examples and information to develop the topic – use specific vocabulary to inform and explain the topic; – provide a concluding statement or section related to the topic 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. 5.7 f) Use precise and descriptive vocabulary to create tone and voice.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to	4.7 CF Recognize different modes of writing have different patterns of organization ° narrative – organize an event sequence that unfolds naturally – use transition words and phrases for sentence variety and to manage the sequence of events – use specific vocabulary, words, and phrases to convey experiences and events – provide a conclusion 5.7 The student will write for a variety of purposes: to describe,

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manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	to inform, to entertain, to explain, and to persuade. 5.7 g) Vary sentence structure by using transition words. 5.7 CF Use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters.
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)	4.7 CF Produce clear and coherent writing in which the development and organization are appropriate to purpose and audience. 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. 5.7 a) Identify intended audience. 5.7 b) Use a variety of prewriting strategies. 5.7 c) Organize information to convey a central idea.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	*Note: CCSS specify "with guidance and support" while Virginia sets student performance expectations.* 5.7 CF Develop and strengthen writing as needed, in consultation with peers or adults, by planning, revising, editing, or rewriting.
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Computer/Technology SOL 3-5.8 The student will use a variety of media and formats to communicate information and ideas effectively to multiple audiences. • Produce documents demonstrating the ability to edit, reformat, and integrate various software tools. • Use technology tools for individual and collaborative writing, communication, and publishing activities. • Use telecommunication tools to communicate and share information with others.
Research to Build and Present Knowledge	

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7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	5.9 The student will find, evaluate, and select appropriate resources for a research product. 5.9 a) Construct questions about a topic. 5.9 b) Collect information from multiple resources including online, print, and media.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	5.9 The student will find, evaluate, and select appropriate resources for a research product. 5.9 b) Collect information from multiple resources including online, print, and media. 5.9 c) Use technology as a tool to research, organize, evaluate, and communicate information. 5.9 d) Organize information presented on charts, maps, and graphs. 5.9 e) Develop notes that include important concepts, summaries, and identification of information sources. 5.9 f) Give credit to sources used in research. 5.9 CF Summarize or paraphrase information in notes and finished work.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 j) Identify cause and effect relationships. 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. 5.5 a) Describe the relationship between text and previously read materials. 5.5 b) Describe character development. 5.5 c) Describe the development of plot and explain the resolution of conflict(s). 5.5 e) Describe how an author's choice of vocabulary contributes

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	to the author's style. 5.5 f) Identify and ask questions that clarify various points of view. 5.5 g) Identify main idea. 5.5 h) Summarize supporting details from text. 5.5 i) Draw conclusions and make inferences from text. 5.5 j) Identify cause and effect relationships.
b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	4.6 The student will read and demonstrate comprehension of nonfiction texts. 4.6 j) Identify new information gained from reading. 5.6 The student will read and demonstrate comprehension of nonfiction texts. 5.6 a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts. 5.6 b) Use prior knowledge and build additional background knowledge as context for new learning. 5.6 c) Skim materials to develop a general overview of content and to locate specific information. 5.6 d) Identify the main idea of nonfiction texts. 5.6 e) Summarize supporting details in nonfiction texts. 5.6 f) Identify structural patterns found in nonfiction. 5.6 g) Locate information to support opinions, predictions, and conclusions. 5.6 h) Identify cause and effect relationships following transition words signaling the pattern. 5.6 i) Differentiate between fact and opinion. 5.6 j) Identify, compare, and contrast relationships. 5.6 k) Identify new information gained from reading.

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	5.6 l) Use reading strategies throughout the reading process to monitor comprehension. 5.6 m) Read with fluency and accuracy.
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	5.8 CF Students should have practice writing on demand, for shorter time frames, and over extended periods of time.
CCSS Speaking and Listening Standards	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.	5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. 5.1 a) Participate in and contribute to discussions across content areas. 5.1 b) Organize information to present in reports of group activities. 5.1 c) Summarize information gathered in group activities. 5.1 d) Communicate new ideas to others. 5.1 e) Demonstrate the ability to collaborate with diverse teams.
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	11.1 CF Define a position and select evidence to support that position through reading, writing, and discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.	5.1 CF Follow rules for discussions and assigned group roles.
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	5.1 CF Participate as informed contributors in subject-related group learning activities by responding to specific questions by making comments that contribute to the discussion and elaborating on the remarks of others.

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d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	4.1 CF Participate in a variety of partner and/or group discussions by reviewing key ideas expressed in discussions and explaining their own ideas and understanding. 5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations. 5.2 g) Summarize main points as they relate to main idea or supporting details.
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	5.1 CF Students will refine their organizational skills in preparing, presenting, and summarizing information gathered in group activities. Students will also become able to summarize their own material prior to delivering a presentation.
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations. 5.2 g) Summarize main points as they relate to main idea or supporting details.
Presentation of Knowledge and Ideas	
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4.2 CF Reporting on a topic or text, telling a story, or recounting an experience in an organized manner, using specific vocabulary, appropriate facts and descriptive details to support main ideas or themes. 5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations. 5.2 a) Maintain eye contact with listeners. 5.2 b) Use gestures to support, accentuate, and dramatize verbal message. 5.2 c) Use facial expressions to support and dramatize verbal message. 5.2 d) Use posture appropriate for communication setting. 5.2 e) Determine appropriate content for audience.

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	5.2 f) Organize content sequentially around major ideas. 5.2 g) Summarize main points as they relate to main idea or supporting details. 5.2 h) Incorporate visual media to support the presentation. 5.2 i) Use language and style appropriate to the audience, topic, and purpose.
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	3.2 The student will present brief oral reports using visual media. 3.2 h) Incorporate visual media to support the presentation. 5.2 h) Incorporate visual media to support the presentation.
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	5.2The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations. 5.2 i) Use language and style appropriate to the audience, topic, and purpose.
CCSS Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 5.8 c) Identify and use interjections. 5.8 k) Identify and use conjunctions. 5.8 CF Students will effectively use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, and interjections.
b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.	5.8 CF Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
c. Use verb tense to convey various times, sequences, states, and conditions.	5.8 CF Use verb tense to convey various times, sequences, states, and conditions.
d. Recognize and correct inappropriate shifts in verb tense.	6.8 The student will edit writing for correct grammar,

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	capitalization, punctuation, spelling, sentence structure, and paragraphing. 6.8 d) Maintain consistent verb tense across paragraphs. 6.8 CF Maintain a consistent verb tense within sentences and throughout and across paragraphs. 7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 7.8 e) Edit for verb tense consistency and point of view.
e. Use correlative conjunctions (e.g., *either/or, neither/nor*).	8.8 CF Use correct conjunctions, such as *either/or* and *neither/nor*.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.	3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 3.10 f) Use commas in a simple series.
b. Use a comma to separate an introductory element from the rest of the sentence.	5.7 CF Use a comma to separate an introductory element from the rest of the sentence.
c. Use a comma to set off the words yes and no (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).	5.7 CF Use a comma to indicate direct address (e.g., Is that you, Chloe?). 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 5.8 f) Use commas to indicate interrupters. 5.8 CF Punctuate correctly ◦ commas [e.g., items in a series, to set off the words *yes* and *no*; and to indicate direct address (e.g., *Is that you, Chloe?*)]
d. Use underlining, quotation marks, or italics to indicate titles of	5.8 CF Use underlining, quotation marks, or italics to indicate

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works.	titles of works.
e. Spell grade-appropriate words correctly, consulting references as needed.	5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 5.8 j) Use correct spelling of commonly used words.
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	5.2 CF Expand, combine, and reduce sentences for meaning, interest, and style.
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. 5.5 e) Describe how an author's choice of vocabulary contributes to the author's style.
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	5.4 The student will expand vocabulary when reading. 5.4 a) Use context to clarify meaning of unfamiliar words and phrases. 5.4 b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. 5.4 f) Develop vocabulary by listening to and reading a variety of texts. 5.4 g) Study word meanings across content areas. 5.4 The student will expand vocabulary when reading.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).	6.4 CF Use common, grade-appropriate Greek or Latin affixes and roots as clues to determine meanings of common English words.
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation	5.4 The student will expand vocabulary when reading. meanings and differentiate among multiple meanings of words.

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and determine or clarify the precise meaning of key words and phrases.	5.4 e) Use dictionary, glossary, thesaurus, and other word-reference materials. ~~6.4 CF Students will develop independence with reference books to determine meaning, pronunciation, and origin of words.~~
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context.	5.4 The student will expand vocabulary when reading. 5.4 d) Identify an author's use of figurative language. 6.4 CF Identify figurative language in text, including: ◦ simile – figures of speech that use the words *like* or *as* to make comparisons; ◦ hyperbole – intentionally exaggerated figures of speech; and ◦ metaphor – a comparison equating two or more unlike things without using "like" or "as."
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	9.3, 10.3, 11.3, 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 d), 10.3 d), 11.3d), 12.3 d) Identify the meaning of common idioms.
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	3.4 The student will expand vocabulary when reading. 3.4 a) Use knowledge of homophones. 4.4 CF use their knowledge of synonyms (words with similar meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words. 5.4 CF Apply knowledge of roots affixes (prefixes and suffixes), synonyms, antonyms, and homophones. 5.4 CF Homographs are words that are pronounced differently and share the same spelling (e.g., We saw the dove fly, or She dove into the swimming pool).
6. Acquire and use accurately grade-appropriate general	5.4 The student will expand vocabulary when reading.

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academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).	5.4 f) Develop vocabulary by listening to and reading a variety of texts. 5.4 g) Study word meanings across content areas.

English SOL for grade 5 aligned with the CCSS at other grade levels	
Grade 7 Reading for Literature 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to the meaning.	5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. 5.5 d) Describe the characteristics of free verse, rhymed, and patterned poetry.
Grade 3 Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Form and use possessives.	5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 5.8 a) Use plural possessives.
Grade 3 Language 1. g. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	5.8 b) Use adjective and adverb comparisons.
Grade 3 Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use commas and quotation marks in dialogue.	5.8 e) Use quotation marks with dialogue.
Grades 11-12 Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions.	5.8 g) Use a hyphen to divide words at the end of a line.
Grade 4 Language	5.8 h) Edit for fragments and run-on sentences.

English SOL for grade 5 aligned with the CCSS at other grade levels	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	
Grade 4 Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.	5.8 i) Eliminate double negatives.
Grade 6 Writing 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	5.9 The student will find, evaluate, and select appropriate resources for a research product. 5.9 g) Define the meaning and consequences of plagiarism.

English SOL for grade 5 not explicitly stated in the CCSS at any grade level	
	5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. 5.1 f) Demonstrate the ability to work independently.
	5.3 The student will learn how media messages are constructed and for what purposes. 5.3 a) Differentiate between auditory, visual, and written media messages.
	5.3 b) Identify the characteristics and effectiveness of a variety of media messages.

Grade 6

CCSS Grade 6	English SOL
Reading	
Reading for Literature	
Key Ideas and Details	
Reading Standards for Literature 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 6.5 f) Use information in the text to draw conclusions and make inferences.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 6.5 a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. 6.5 h) Identify the main idea. 6.5 i) Identify and summarize supporting details. 6.5 CF Determine a central idea or theme of a fictional text and how it is developed through specific details.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 6.5 g) Explain how character and plot development are used in a selection to support a central conflict or story line. 6.5 CF Describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution. 6.5 CF Understand plot as: the development of the central conflict and resolution; the sequence of events in the story; and the writer's map for what happens, how it happens, to whom it happens, and when it happens.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic text. 6.4 d) Identify and analyze figurative language.

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	6.4 CF Recognize that figurative language enriches text. 6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 6.5 c) Describe how word choice and imagery contribute to the meaning of a text.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. 8.5 j) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. 8.5 k) Identify cause and effect relationships.
6. Explain how an author develops the point of view of the narrator or speaker in a text.	8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
Integration of Knowledge and Ideas	
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	6.3 The student will understand the elements of media literacy. 6.3 a) Compare and contrast auditory, visual, and written media messages. 6.3 CF Compare and contrast reading to, listening, or viewing an audio, video, or live version of the same text.
8. (Not applicable to literature) *No standard stated for CCSS.*	
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 7.5 b) Compare and contrast various forms and genres of fictional text. 7.5 c) Identify conventional elements and characteristics of a variety of genres.

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	9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama. 9.4 c) identify the characteristics that distinguish literary forms. 9.4 d) Use literary terms in describing and analyzing selections. 9.4 f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotions. 9.4 h) Explain the relationship between the author's style and literary effect.
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6 CF Reading Focus Statement: When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.
Reading for Informational Texts	
Key Ideas and Details	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 6.6 e) Draw conclusions and make inferences based on explicit and implied information. 6.6 CF Read beyond the printed text to understand the message stated or implied by an author. 6.6 CF Give evidence from the text to support conclusions.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 6.6 f) Differentiate between fact and opinion. 6.6 g) Identify main idea. 6.6 h) Summarize supporting details

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	6.6 CF Determine a central idea of a text and recognize how details support that idea. 6.6 CF Summarize the text without providing a personal opinion.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. 7.5 CF Identify **characterization** as the way an author presents a character and reveals character traits by: what a character says; what a character thinks; what a character does; and how other characters respond to the character.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts. 6.4 c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. 6.4 d) Identify and analyze figurative language 6.6 CF Identify clue words and phrases that help unlock meaning of unfamiliar and technical terms. 7.4 CF Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*), recognizing that some words have technical meanings based on context such as *stern*.
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	8.6 CF analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	3.5 The student will read and demonstrate comprehension of fictional text and poetry. 3.5 e) Identify the author's purpose. 3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. 3.6 a) Identify the author's purpose. 4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. 4.5 a) Explain the author's purpose. 4.6 The student will read and demonstrate comprehension of nonfiction texts. 4.6 c) Explain the author's purpose. 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
Integration of Knowledge and Ideas	
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	6.3 The student will understand the elements of media literacy. 6.3 CF Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 6.3 CF Access media message to compare and contrast information presented in different media and/or formats.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	6.2 CF Recognize that facts can be verified and that opinions cannot. 9.5 The student will read and analyze a variety of nonfiction texts. 9.5 e) Identify a position/argument to be confirmed, disproved, or modified.

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	9.5 CF Identify an author's position/argument within informational text.
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 6.6 i) Compare and contrast information about one topic, which may be contained in different selections.
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6 CF Reading Focus Statement: When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.
CCSS Writing Standards	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	6.7 The student will write narration, description, exposition, and persuasion. 11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. 11 CF Writing Focus Statement: Students will produce arguments in writing that demonstrate knowledgeable judgments and address counterclaims.
a. Introduce claim(s) and organize the reasons and evidence clearly.	11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 c) Organize ideas in a sustained and logical manner. 11.6 d. Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of	6.7 CF Develop the topic using relevant facts, definitions, details, quotations, and/or examples.

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the topic or text.	
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	6.7 CF Use transitional words or phrases to connect parts of sentences in order to: show relationships between ideas; signal a shift or change in the writer's thoughts; signal levels of importance; suggest a pattern of organization; and make sentences clearer.
d. Establish and maintain a formal style.	6.7 CF Establish and maintain a formal style of writing when appropriate.
e. Provide a concluding statement or section that follows from the argument presented.	6.7 CF Provide an appropriate conclusion for the purpose and mode of writing.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	6.7 The student will write narration, description, exposition, and persuasion. 6.7 f) Write multiparagraph compositions with elaboration and unity.
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	3.2 The student will present brief oral reports using visual media. 3.2 d) Organize ideas sequentially or around major points of information. 4.2 The student will make and listen to oral presentations and reports. 4.2 c) Organize information for clarity. 6.7 The student will write narration, description, exposition, and persuasion. 6.7 c) Organize writing structure to fit mode or topic. 6.7 CF Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information. 6.7 CF Write using strategies such as definition, classification comparison/contrast, and cause/effect. 6.7 CF Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when appropriate.

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b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	6.7 CF Develop the topic thoroughly by selecting facts, details, quotations, and appropriate examples for the audience and purpose.
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	6.7 CF Use transitional words or phrases to connect parts of sentences in order to: show relationships between ideas; signal a shift or change in the writer's thoughts; signal levels of importance; suggest a pattern of organization; and make sentences clearer.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	6.7 The student will write narration, description, exposition, and persuasion. 6.7 g) Select vocabulary and information to enhance the central idea, tone, and voice. 6.7 CF Craft writing purposefully with attention to: deliberate word choice; precise information and vocabulary; sentence variety; and tone and voice.
e. Establish and maintain a formal style.	6.7 CF Establish and maintain a formal style of writing when appropriate.
f. Provide a concluding statement or section that follows from the information or explanation presented.	6.7 CF Provide an appropriate conclusion for the purpose and mode of writing.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	6.7 The student will write narration, description, exposition, and persuasion. 6.7 CF Develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences when writing narratives.
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	6.7 The student will write narration, description, exposition, and persuasion. 6.7 d) Establish a central idea and organization. 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.

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	8.7 CF Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	6.7 CF Develop the topic using relevant facts, definitions, details, quotations, and/or examples. 6.7 CF Use transitional words or phrases to connect parts of sentences in order to: show relationships between ideas; signal a shift or change in the writer's thoughts; signal levels of importance; suggest a pattern of organization; and make sentences clearer. 6.7 CF Use appropriate transitions to clarify the relationships among ideas and concepts. 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 CF Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	6.7 CF Use transitional words or phrases to connect parts of sentences in order to: show relationships between ideas; signal a shift or change in the writer's thoughts; signal levels of importance; suggest a pattern of organization; and make sentences clearer. 6.7 CF Use appropriate transitions to clarify the relationships among ideas and concepts.
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	6.7 CF Write using descriptive details.
e. Provide a conclusion that follows from the narrated experiences or events.	6.7 CF Provide an appropriate conclusion for the purpose and mode of writing.
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and	6.7 The student will write narration, description, exposition, and persuasion.

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audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	6.7 a) Identify audience and purpose. 6.7 CF The intent of this standard is that students will demonstrate an awareness of audience and use a process for writing as they produce narrative, descriptive, expository, and persuasive pieces. 6.7 CF Identify audience and purpose for any piece of writing.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.)	6.7 The student will write narration, description, exposition, and persuasion. 6.7 b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. 6.7 i) Revise sentences for clarity of content including specific vocabulary and information. 6 .7 CF Revise drafts for improvement, using teacher assistance, peer collaboration, and growing independence. 6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 6.8 c) Use pronoun-antecedent agreement to include indefinite pronouns. 6.8 h) Use correct spelling for frequently used words. 6.8 CF The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary school level.
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	6.7 The student will write narration, description, exposition, and persuasion. 6.7 j) Use computer technology to plan, draft, revise, edit, and publish writing.
Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question, drawing	6.9 The student will find, evaluate, and select appropriate

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on several sources and refocusing the inquiry when appropriate.	resources for a research product. 6.9 a) Collect information from multiple sources including online, print, and media. 8.9 CF Conduct short research projects to answer a question drawing on several sources and generating questions.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	6.9 The student will find, evaluate, and select appropriate resources for a research project. 6.9 a) Collect information from multiple sources including online, print, and media. 6.9 b) Evaluate the validity and authenticity of texts. 6.9 c) Use technology as a tool to research, organize, evaluate, and communicate information. 6.9 d) Cite primary and secondary sources. 6.9 e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. 6.9 CF Prevent plagiarism and its consequences by giving credit to authors when idea and/or words are used in research. 6.9 CF Differentiate between a primary and secondary source. 6.9 CF Provide a list of sources using a standard form for documenting primary and secondary sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	6.6 CF Give evidence from the text to support conclusions. 6 CF Research Focus Statement: At the sixth-grade level, students will find, evaluate, and select appropriate resources for a research product. They will evaluate the validity and authenticity of texts, and they will use technology to research, organize, evaluate, and communicate information. In addition, they will learn to cite sources, define the meaning and consequences of plagiarism, and follow ethical and legal

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	guidelines for gathering and using information.
a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 6.5 f) Use information in the text to draw conclusions and make inferences. 7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 7.5 b) Compare and contrast various forms and genres of fictional text.
b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	11.5 CF Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 11.5 CF Compare and contrast how two or more texts treat two or more of the same ideas and analyze the development of those ideas including how they interact and build on one another to provide a complex analysis.
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	6.7 CF Students should have practice writing on demand, for shorter time frames, and over extended periods of time.
CCSS Speaking and Listening Standards Grade	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.	6.1 The student will participate in and contribute to small-group activities. 6.1 a) Communicate as leader and contributor. 6.1 b) Evaluate own contributions to discussions. 6.1 c) Summarize and evaluate group activities. 6.1 d) Analyze the effectiveness of participant interactions.

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	6 CF Communication Focus Statement: At the sixth-grade level, students will participate in small group and classroom discussions. They will express personal opinions and come to understand not only differing points of view but also the differences between facts and opinions. Small-group analysis and self-analysis of the effectiveness of communication will be introduced. When students speak formally and informally in small groups or individual presentations, they will be expected to use grammatically correct English. In addition, students will understand the basic elements of media literacy.
a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	11.1 CF Define a position and select evidence to support that position through reading, writing, and discussion.
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	4.2 The student will make and listen to oral presentations and reports. 4.2 d) Use language and style appropriate to the audience, topic, and purpose. 7.1 CF The intent of this standard is that students will participate effectively in formal and informal classroom conversations and understand the requirements and uses of standard social conventions in conversations and presentations. 10.1 CF Work with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed.
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	6.1 CF Pose and respond to questions. 7.1 CF Ask clarifying questions and respond appropriately to others' questions in order to encourage discussion, foster understanding, and bring the discussion back to the topic when

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	needed.
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	6.2 The student will present, listen critically, and express opinions in oral presentation. 6.2 d) Paraphrase and summarize what is heard. 6.2 CF Paraphrase by putting into their own words what has been said by others. 6.2 CF restate paraphrase or summarize what others have said.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	6.3 The student will understand the elements of media literacy. 6.3 a) Compare and contrast auditory, visual, and written media messages. 6.3 b) Identify the characteristics and effectiveness of a variety of media messages.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	4.6 The student will read and demonstrate comprehension of nonfiction texts. 4.6 h) Distinguish between fact and opinion 6.2 The student will present, listen critically, and express opinions in oral presentations. 6.2 a) Distinguish between fact and opinion. 6.2 b) Compare and contrast viewpoints. 6.2 c) Present a convincing argument. 6.2 CF The intent of this standard is that students will refine and apply critical listening skills while participating in oral presentations as both the speaker and members of the audience.
Presentation of Knowledge and Ideas	
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	6.2 The student will present, listen critically, and express opinions in oral presentations. 6.2 e) Use language and vocabulary appropriate to audience, topic, and purpose.

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	6.2 CF The intent of this standard is that students will refine and apply critical listening skills while participating in oral presentations as both the speaker and members of the audience. 6.2 CF Plan and deliver an oral presentation, using the following steps: determine topic and purpose; identify the intended audience; gather information; organize the information; use multimedia to clarify presentation information; choose vocabulary appropriate to topic, purpose, and audience; phrase with grammatically correct language; and practice delivery.
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	6.3 The student will understand the elements of media literacy. 6.3 c) Craft and publish audience specific media messages. 6.2 CF Use multimedia to clarify presentation information. 7.3 The student will understand the elements of media literacy. 7.3 e) Craft and publish audience-specific media messages.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	6 CF Communication Focus Statement: When students speak formally and informally in small groups or individual presentations, they will be expected to use grammatically correct English.
CCSS Language Standards	**English SOL**
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	6.2 The student will present, listen critically, and express opinions in oral presentations. 6.2 e) Use language and vocabulary appropriate to audience, topic, and purpose. 6.8 CF The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary school level. 6.8 CF Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader.

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a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 6.8 c) Use pronoun-antecedent agreement to include indefinite pronouns.
b. Use intensive pronouns (e.g., *myself, ourselves*).	6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 6.8 c) Use pronoun-antecedent agreement to include indefinite pronouns.
c. Recognize and correct inappropriate shifts in pronoun number and person.	7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 7.8 c) Use pronoun-antecedent agreement to include indefinite pronouns. 8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 8.8 c) Choose the correct case and number for pronouns in prepositional phrases with compound objects.
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	6.8 CF Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents.
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	6.2 The student will present, listen critically, and express opinions in oral presentations. 6.2 e) Use language and vocabulary appropriate to audience, topic, and purpose. 6.7 The student will write narration, description, exposition, and persuasion. 6.7 g) Select vocabulary and information to enhance the central

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	idea, tone, and voice. 6.8 CF Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader. 6.8 CF Students will understand that the conventions of correct language are an integral part of the writing process and their proper use is a courtesy to the reader.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	6.8 CF Students will understand that the conventions of correct language are an integral part of the writing process and their proper use is a courtesy to the reader. 6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	7.8 CF Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
b. Spell correctly.	6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 6.8 h) Use correct spelling for frequently used words.
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2 The student will present, listen critically, and express opinions in oral presentations. 6.2 e) Use language and vocabulary appropriate to audience, topic, and purpose. 6.8 CF Students will understand that the conventions of correct language are an integral part of the writing process and their proper use is a courtesy to the reader.
a. Vary sentence patterns for meaning, reader/ listener interest, and style.	7.7 CF Use written expression to draft and revise compositions with attention to: voice; tone; selection of information;

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	embedded phrases and clauses that clarify meaning; vivid and precise vocabulary; figurative language; and sentence variety.
b. Maintain consistency in style and tone.	7.7 CF Use written expression to draft and revise compositions with attention to: voice; tone; selection of information; embedded phrases and clauses that clarify meaning; vivid and precise vocabulary; figurative language; and sentence variety. 6.7 CF Craft writing purposefully with attention to: deliberate word choice; precise information and vocabulary; sentence variety; and tone and voice. 5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations. 5.2 i) Use language and style appropriate to the audience, topic, and purpose.
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.	6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts. 6.4 a) Identify word origins and derivations. 6.4 c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. 6.4 CF Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.4 CF Use context (e.g., the overall meaning of a sentence or paragraph; a word's function in a sentence) as a clue to the meaning.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts. 6.4 a) Identify word origins and derivations.

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	6.4 b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. 6.4 CF Use common, grade-appropriate Greek or Latin affixes and roots as clues to determine meanings of common English words. 6.4 CF Identify Latin and Greek roots of common English words as clues to the meaning of the word. 6.4 CF Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound *audience, auditory, audible.*
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	6.4 CF Consult use word reference materials (e.g., dictionaries, glossaries, thesauruses, both print and online) to find the pronunciation of a word or determine or clarify its meaning. 6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts. e. Use word-reference materials.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	6.4 CF Students will develop independence with reference books to determine meaning, pronunciation, and origin of words.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6.4 The student will read and learn the meaning of unfamiliar words and phrases within authentic texts. 6.4 d) Identify and analyze figurative language. 6.4 CF Students will be introduced to word relationships and nuances in word meanings. 6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 6.5 j) Identify and analyze the author's use of figurative language. 8.4 The student will apply knowledge of word origins, analogies,

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	and figurative language to extend vocabulary development within authentic texts. 8.4 b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
a. Interpret figures of speech (e.g., personification) in context.	6.4 The student will read and learn the meaning of unfamiliar words and phrases within authentic texts. 6.4 d) Identify and analyze figurative language. 6.4 CF Determine the meaning of words and phrases as they are used as figurative language. 7.4 CF Recognize, understand, and use figurative language figures of speech, including: personification – figure of speech that applies human characteristics to nonhuman objects.
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	6.4 CF Recognize relationships common to analogy construction, such as: synonyms – small: little; antonyms – up: down; object/action – ear: hear; source/product – tree: lumber; part/whole – paw: dog; and animal/habitat – bee: hive.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	7.4 CF Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*), recognizing that some words have technical meanings based on context such as *stern*. 7.4 CF Recognize that synonyms may have connotations (e.g., *elderly* and *mature*; *youthful* and *juvenile*). 7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. 7.4 d) Identify connotations.
6. Acquire and use accurately grade-appropriate general	6.4 The student will read and learn the meanings of unfamiliar

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academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	words and phrases within authentic texts. 6.4 f) Extend general and specialized vocabulary through speaking, listening, reading, and writing. 6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 6.5 b) Make, confirm, and revise predictions. 6.5 e) Use prior and background knowledge as context for new learning. 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 6.6 b) Use prior knowledge and build additional background knowledge as context for new learning.

English SOL for grades 6 aligned with the CCSS at other grade levels	
Grade 3 Reading for Informational Texts 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 6.6 a) Use text structures such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
Grade 3 Reading for Informational Texts 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 6.6 c) Identify questions to be answered.
Grade 3 Reading for Informational Texts 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 6.6 k) Identify cause and effect relationships.
Partially addressed in Grade 3, Language 1. f. Ensure subject-verb and pronoun-antecedent agreement.	6.8 b) Use subject-verb agreement with intervening phrases and clauses.

English SOL for grades 6 aligned with the CCSS at other grade levels	
Grade 5 Language 1. d. Recognize and correct inappropriate shifts in verb tense.	6.8 d) Maintain consistent verb tense across paragraphs.
Grade 3 Language 2. c. Use commas and quotation marks in dialogue. Grade 4 Language 2. b. Use commas and quotation marks to mark direct speech and quotations from a text.	6.8 f) Use quotation marks with dialogue.
Grade 3 Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	6.8 g) Choose adverbs to describe verbs, adjectives, and other adverbs**.**
Partial Match: Grade 5 Reading Foundational Skills 4. c. Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 6.5 l) Use reading strategies to monitor comprehension throughout the reading process. 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 6.6 l) Use reading strategies to monitor comprehension throughout the reading process.

English SOL for grade 6 not explicitly stated in the CCSS at any grade level	
	6.6 d) Make, confirm, or revise predictions.
	6.7 The student will write narration, description, exposition, and persuasion. 6.7 e) Compose a topic sentence or thesis statement if

English SOL for grade 6 not explicitly stated in the CCSS at any grade level	
	appropriate.
	6.7 h) expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
	6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 6.8 a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.

Grade 7

CCSS Grade 7	English SOL
Reading Standards for Literature	
Key Ideas and Details	
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 7.5 g) Make inferences and draw conclusions based on the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 7.5 a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict. 7.5 h) Identify the main idea. 7.5 i) Summarize text relating supporting details. 7.5 CF Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning. 7.5 CF Students will understand the interrelationship of setting, plot, theme, style, and form and recognize how an author's craft makes an impact on readers.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. 7.4 c) Identify and analyze figurative language. d. Identify connotations. 7.5 The student will read and demonstrate comprehension of a

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	variety of fictional texts, narrative nonfiction, and poetry. 7.5 d) Describe the impact of word choice, imagery, and literary devices including figurative language. 7.5 CF Recognize and analyze the impact of an author's choice of poetic devices, including: ◦ **rhyme** – recurring identical or similar final word sounds within or at the ends of lines of verse; ◦ **rhythm** – the recurring pattern of strong and weak syllabic stresses; ◦ **meter** – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm; ◦ **repetition** – repeated use of sounds, words, or ideas for effect and emphasis; ◦ **alliteration** – repetition of initial sounds, e.g., *picked a peck of pickled peppers*; and ◦ **onomatopoeia** – the use of a word whose sound suggests its meaning, e.g., *clatter*. 11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. 11.4 f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to the meaning.	7.5 CF Students will understand the interrelationship of setting, plot, theme, style, and form and recognize how an author's craft makes an impact on readers. 9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama. 9.4 c) Identify the characteristics that distinguish literary form.

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	9.4 CF Identify and analyze elements of dramatic literature: soliloquy. 7.5 CF Distinguish between narrative prose and poetic forms, including: ◦ haiku – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature; ◦ limerick – a 5-line, rhymed, rhythmic verse, usually humorous; ◦ ballad – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain; ◦ free verse – poetry with neither regular meter nor rhyme scheme ◦ couplet – a pair of rhyming lines; and ◦ quatrain – a stanza containing four lines. 7.5 CF Recognize and analyze the impact of an author's choice of poetic devices, including: rhyme, rhythm, meter, repetition, alliteration, onomatopoeia. 7.5 CF Explain how poetic devices of form, rhyme, rhythm, repetition, line structure, and punctuation convey the mood and meaning of a poem.
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	7.5 CF Analyze elements of an author's style, including: contrasting points of view. 7.5 CF Identify characterization as the way an author presents a character and reveals character traits by: what a character says; what a character thinks; what a character does; and how other characters respond to the character.
Integration of Knowledge and Ideas	
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the	7.3 The student will understand the elements of media literacy. 7.3 d) Compare and contrast the techniques in auditory, visual,

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effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	and written media messages. 7.3 CF Deconstruct and analyze the elements of a variety of media including layout, pictures, and text features in print media, and camera shots, angles, lighting, editing and sound in TV, radio, and film.
8. (Not applicable to literature) *No standard stated for CCSS.*	
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history	9.4 CF Students will enhance their understanding of the characteristics of various literary forms through the reading and analysis of a variety of genres, such as poetry, prose, essays, short stories, historical fiction, and narrative nonfiction. 9.4 CF Students will understand that literary texts can fulfill a social or cultural function depending on the time, location, and purpose of the author.
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	7 CF Reading Focus Statement: When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.
Reading for Informational Texts	
Key Ideas and Details	
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 7.6 d) Draw conclusions and make inferences on explicit and implied information.
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 7.6 h) Identify the main idea. 7.6 i) Summarize text identifying supporting details. 7.6 CF Determine two or more central ideas in a text and analyze

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	their development over the course of the text. 7.6 CF Provide an objective summary of the text by recording the development of the central ideas.
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	8.5 CF Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	7.4 CF Recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning. 7.5 CF Students will understand how authors use keywords and images to craft a message and establish tone. 7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. 7.4 c) Identify and analyze figurative language. d. Identify connotations. 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 7.6 g) Describe how word choice and language structure convey an author's viewpoint.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 7.6 b) Use text structures to aid comprehension. 7.6 c) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	7.6 CF Analyze how two or more authors writing about the same topic shape their presentations or viewpoints of key information using facts, opinions, and reasoning.

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	7.6 CF An author's viewpoint refers to his or her bias or subjectivity toward the subject. In general, a viewpoint can be positive or negative.
Integration of Knowledge and Ideas	
7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7.3 The student will understand the elements of media literacy. 7.3 d) Compare and contrast the techniques in auditory, visual, and written media messages.
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 e) Analyze details for relevance and accuracy. 8.6 CF Analyze two or more texts with conflicting information on the same topic and identify how the texts disagree. 9.5 The student will read and analyze a variety of nonfiction texts. 9.5 e) Identify a position/argument to be confirmed, disproved, or modified.
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	8.6 CF Analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	7 CF Reading Focus Statement: When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.
CCSS Writing Standards	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.

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	11.6 Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 c) Organize ideas in a sustained and logical manner. d. Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	7.7 CF Create multiparagraph compositions focusing on a central idea and using elaborating details, reasons, or examples as appropriate for audience and purpose.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	6.7 CF Use transitional words or phrases to connect parts of sentences in order to: show relationships between ideas; signal a shift or change in the writer's thoughts; signal levels of importance; suggest a pattern of organization; and make sentences clearer. 7.7 CF Choose an appropriate strategy for organizing ideas such as comparison/contrast, personal narrative, cause/effect, etc., and provide transitions between ideas. 7.7 CF Understand and apply the elements of composing: central idea; elaboration; unity; and organization.
d. Establish and maintain a formal style.	7.7 CF Sustain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.	7.7 CF Include an appropriate introduction and satisfying conclusion.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.

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a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	6.7 The student will write narration, description, exposition, and persuasion. 6.7 c) Organize writing structure to fit mode or topic. 6.7CF Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information. 6.7 CF Write using strategies such as definition, classification comparison/contrast, and cause/effect. 7.7 CF Explain, analyze, or summarize a topic. 7.7 CF Choose an appropriate strategy for organizing ideas such as comparison/contrast, personal narrative, cause/effect, etc., and provide transitions between ideas. 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 c) Distinguish between a thesis statement and a topic sentence.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	7.7 CF Create multiparagraph compositions focusing on a central idea and using elaborating details, reasons, or examples as appropriate for audience and purpose.
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	6.7 CF Use transitional words or phrases to connect parts of sentences in order to: show relationships between ideas; signal a shift or change in the writer's thoughts; signal levels of importance; suggest a pattern of organization; and make sentences clearer.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	6.7 The student will write narration, description, exposition, and persuasion. 6.7 g) Select vocabulary and information to enhance the central idea, tone, and voice. 7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.

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	g. Select vocabulary and information to enhance the central idea, tone, and voice. 7.7 CF Use written expression to draft and revise compositions with attention to: voice; tone; selection of information; embedded phrases and clauses that clarify meaning; vivid and precise vocabulary; figurative language; and sentence variety.
e. Establish and maintain a formal style.	7.7 CF Sustain a formal style.
f. Provide a concluding statement or section that follows from the information or explanation presented.	7.7 CF Include an appropriate introduction and satisfying conclusion.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	6.7 The student will write narration, description, exposition, and persuasion. 7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. 7.7 c) Organize writing structure to fit mode or topic. 7.7 d) Establish a central idea and organization. 7.7 CF, 8.7 CF Engage and orient the reader by establishing a context and introducing a narrator and/or characters. 7.7 CF, 8.7 CF Organize an event sequence that unfolds naturally and logically.
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	6.7 CF Develop the topic using relevant facts, definitions, details, quotations, and/or examples. 7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. 7.7 f) Write multiparagraph compositions with unity elaborating the central idea. 7.7 g) Select vocabulary and information to enhance the central idea, tone, and voice.

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c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	6.7 CF Use transitional words or phrases to connect parts of sentences in order to: show relationships between ideas; signal a shift or change in the writer's thoughts; signal levels of importance; suggest a pattern of organization; and make sentences clearer. 7.7 CF Create multiparagraph compositions focusing on a central idea and using elaborating details, reasons, or examples as appropriate for audience and purpose.
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	6.7 The student will write narration, description, exposition, and persuasion. 6.7 g) Select vocabulary and information to enhance the central idea, tone, and voice. 6.7 CF Write using descriptive details. 7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. 7.7 g) Select vocabulary and information to enhance the central idea, tone, and voice. 7 .7 CF Use written expression to draft and revise compositions with attention to: voice; tone; selection of information; embedded phrases and clauses that clarify meaning; vivid and precise vocabulary; figurative language; and sentence variety. 7 .7 CF Elaboration can occur by using descriptive details and examples within a sentence to give detail and depth to an idea or from paragraph to paragraph.
e. Provide a conclusion that follows from and reflects on the narrated experiences or events	7.7 CF Include an appropriate introduction and satisfying conclusion.
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and	7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.

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audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	7.7 CF Identify intended audience and purpose.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	7 .7 CF Students will gradually assume responsibility for revising, proofreading, and editing their own writing. 7.7 CF Students will know the writing process is nonlinear: returning to prewriting or drafting at any point in the process may help the writer clarify and elaborate the drafted piece. 7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 7.8 CF Proofread and edit drafts with teacher assistance, peer collaboration, and growing independence.
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	7.7 The student will write a variety of forms with an emphasis on exposition, narration, and persuasion. 7.7 k) Use computer technology to plan, draft, revise, edit, and publish writing. 7.7 CF Use available computer technology to assist throughout the writing process. 7.9 The student will apply knowledge of appropriate reference materials to produce a research product. 7.9 c) Use technology as a tool to research, organize, evaluate, and communicate information. 7.9 d) Site primary and secondary sources.
Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7.9 The student will apply knowledge of appropriate reference materials to produce a research product. 7.9 a) Collect and organize information from multiple sources including online, print, and media.
8. Gather relevant information from multiple print and digital	7.9 The student will apply knowledge of appropriate reference

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sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	materials to produce a research project. 7.9 a) Collect and organize information from multiple sources including online, print and media. 7.9 b) Evaluate the validity and authenticity of sources. 7.9 d) Cite primary and secondary sources. 7.9 e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. 7 .9 CF Gather relevant information from multiple print and digital sources; assess the credibility and validity of each source; 7.9 Introduction CF At the seventh-grade level, students will apply knowledge of appropriate reference material to produce a research product including the collection and organization of information from multiple online, print, and media sources. They will extend skills in the evaluation of sources and the use of technology to research, organize, evaluate, and communicate information. In addition, they will continue to cite sources skillfully and thereby avoid plagiarism. 7.9 CF Create a Works Cited page using MLA format for oral and written presentations. 7.9 CF Prevent plagiarism and its consequences by giving credit to authors when ideas and/or words are used in direct quotation or paraphrase.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	7.9 The student will apply knowledge of appropriate reference materials to produce a research project.
a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 7.5 b) Compare and contrast various forms and genres of fictional text.

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b. Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluation the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	11.5 CF Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 11.5 CF Compare and contrast how two or more texts treat two or more of the same ideas and analyze the development of those ideas including how they interact and build on one another to provide a complex analysis.
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	7.7 CF The intent of this standard is that students will become independent and proficient in composing a variety of types of writing. 7.9 CF Students will have the opportunity to practice writing over shorter time frames as well as for extended ones.
CCSS Speaking and Listening Standards	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. 7.1 a) Communicate ideas and information orally in an organized and succinct manner. 7.1 b) Ask probing questions to seek elaboration and clarification of ideas. 7.1 c) Make statements to communicate agreement or tactful disagreement with others' ideas. 7.1 CF Communication Focus Statement: At the seventh-grade level, students will continue to develop oral communication skills and will become more aware of the effects of verbal and nonverbal behaviors in oral communications. Students will also demonstrate knowledge and understanding of persuasive/informative techniques used in media messages,

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	including viewpoints expressed in nonprint media. 7.1 CF Contribute relevant ideas, opinions, and feelings in large and small diverse groups.
a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	11.1 CF Define a position and select evidence to support that position through reading, writing, and discussion.
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	7.1 CF The intent of this standard is that students will participate effectively in formal and informal classroom conversations and understand the requirements and uses of standard social conventions in conversations and presentations. 7.1 CF Understand and demonstrate appropriate audience behavior. 7.1 CF Show awareness of audience, topic, and purpose. 8.2 The student will develop and deliver oral presentations in a group and individually. 8.2 g) Assume shared responsibility for collaborative work. 9.1 CF Work with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed.
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	7.1 CF Ask clarifying questions and respond appropriately to others' questions in order to encourage discussion, foster understanding, and bring the discussion back to the topic when needed.
d. Acknowledge new information expressed by others and, when warranted, modify their own views.	7.1 CF Provide feedback to other group members, acknowledge new insights expressed by others, and when justified, modify their own views.
2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally)	7.3 The student will understand the elements of media literacy. 7.3 a) Identify persuasive/informative techniques used in

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and explain how the ideas clarify a topic, text, or issue under study.	nonprint media including television, radio, video, and Internet. 7.3 CF The intent of this standard is that students will identify and evaluate a variety of media elements and persuasive techniques used in the media. They will recognize that all media messages are constructed and that to understand the whole meaning of the message they can *deconstruct* it.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	8.3 The student will analyze, develop, and produce creative or informational media messages. 8.3 b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations. 8.3 d) Evaluate sources for relationships between intent and factual content.
Presentation of Knowledge and Ideas	
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. 7.1 a) Communicate ideas and information orally in an organized and succinct manner. 7.1 d) Use language and style appropriate to audience, topic, and purpose. 7.1 CF Select vocabulary, tone, and style with audience and purpose in mind. 7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages. 7.2 a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience. 7.2 b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.

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	7.2 CF Use appropriate facial expressions and gestures or motions to add to what is being said. 7.2 CF Use proper posture and stance when speaking. 7.1 CF State points clearly and directly. 7.2 CF Match vocabulary, tone, and volume to the audience, purpose, and topic of the message.
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	7.1 CF Include multimedia in presentations.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. 7.1 d) Use language and style appropriate to audience, topic, and purpose. 7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages. 7.2 a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience. 7.2 CF Students will use grammatically correct language.
CCSS Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. 7.1 d) Use language and style appropriate to audience, topic, and purpose. 7.8 CF Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader. 7.8 CF Students will understand that the conventions of correct language are an integral part of the writing process.

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a. Explain the function of phrases and clauses in general and their function in specific sentences.	7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. 7.7 i) Use clauses and phrases for sentence variety. 7.7 CF Use written expression to draft and revise compositions with attention to: embedded phrases and clauses that clarify meaning.
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	7.7 CF Incorporate variety into sentences using simple, compound, and compound-complex sentences.
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. 7.7 h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. 7.7 i) Use clauses and phrases for sentence variety. 7.7 CF Incorporate variety into sentences using simple, compound, and compound-complex sentences, including, but not limited to: ◦ coordination – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions; ◦ subordination – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions; ◦ modifier – an adjective, an adverb, or a phrase or clause acting as an adjective or adverb.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green	5.8 CF Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,]

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shirt).	green shirt).
b. Spell correctly.	7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 7.8 h) Use correct spelling for commonly used words.
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. 7.1 d) Use language and style appropriate to audience, topic, and purpose. 7.8 CF Students will understand that the conventions of correct language are an integral part of the writing process.
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	8.7 CF Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. 7.4 CF The intent of this standard is that students will become independent learners of vocabulary by choosing from a variety of strategies to determine or clarify the meaning of unknown and multiple meaning words. 7.4 CF Use synonyms and antonyms to determine the meaning of unfamiliar words. 7.4 CF Use the relationship between particular words (e.g., synonym/antonym, cause/effect, degree, etc.) to better understand words.
a. Use context (e.g., the overall meaning of a sentence or	7.4 The student will read to determine the meanings and

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paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	pronunciations of unfamiliar words and phrases within authentic texts. 7.4 e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	7.4 CF Use common Greek or Latin affixes and roots to predict the meaning of unfamiliar words and make connections with word families (e.g. –phobia, and –ology). 7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. 7.4 a) Identify word origins and derivations. 7.4 b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	7.4 CF Consult word reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine/clarify meanings.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	7.4 CF Consult word reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine/clarify meanings.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. 7.4 c) Identify and analyze figurative language. 7.4 CF Students will continue the study of figurative language and analogies, and continue to use the context to help determine the meaning of words. 7.4 CF Recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine

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	the appropriate meaning. 7.4 CF Recognize, understand, and use figurative language including: ◦ simile – figure of speech that uses the words *like* or *as* to make comparisons; ◦ metaphor – figure of speech that makes a comparison equating two or more unlike things without using *like* or *as*; ◦ personification – figure of speech that applies human characteristics to nonhuman objects; and ◦ hyperbole – intentionally exaggerated figure of speech.
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 e) Identify literary and classical allusions and figurative language in text.
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	7.4 CF Recognize relationships used to create analogies. 7.4 CF Recognize that figurative language and analogy enrich text. 7.4 CF Use the relationship between particular words (e.g., synonym/antonym, cause/effect, degree, etc.) to better understand words.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	7.4 CF Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*), recognizing that some words have technical meanings based on context such as *stern*. 7.4 CF Recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine

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	the appropriate meaning. 7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. 7.4 d) Identify connotations.
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. 7.4 f) Extend general and specialized vocabulary through speaking, listening, reading, and writing. 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 7.6 a) Use prior and background knowledge as a context for new learning.

English SOL for grade 7 aligned with the CCSS at other grade levels	
Grade 9-10 Speaking and Listening 1. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. 7.1 e) Use a variety of strategies to listen actively.
Reading Standards for Literacy in History/Social Studies Grade 6-8 8. Distinguish among fact, opinion, and reasoned judgment in a text.	7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 7.6 e) Differentiate between fact and opinion.

English SOL for grade 7 aligned with the CCSS at other grade levels	
Partially addressed in Grade 6 Language 1.c. Recognize and correct inappropriate shifts in pronoun number and person.*	7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 7.8 c) Use pronoun-antecedent agreement to include indefinite pronouns.
Grade 3 Language 1. f. Addresses s-v agreement. Ensure subject-verb and pronoun-antecedent agreement. Grade 8 Language 1. d. Recognize and correct inappropriate shifts in verb voice and mood.	7.8 d) Use subject-verb agreement with intervening phrases and clauses.
Grade 5 Language 1. d. Recognize and correct inappropriate shifts in verb tense.	7.8 e) Edit for verb tense consistency and point of view.
Grade 3 Language 2. c. Use commas and quotation marks in dialogue.	7.8 g) Use quotation marks with dialogue.
Grade 6-8 Reading Standards for Literacy in History/Social Studies Distinguish among fact, opinion, and reasoned judgment in a text.	7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 7.6 e) Differentiate between fact and opinion.
Grade 2 Language 1.2 Use adjectives and adverbs, and choose between them depending on what is to be modified.	7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 7.8 b) Choose appropriate adjectives and adverbs to enhance writing.
Partial Match: Grade 5 Reading Foundational Skills 4. c. Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and	7.5 The student will demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. 7.5 l) Use reading strategies to monitor comprehension throughout the reading process. 7.6 The student will read and demonstrate comprehension of a

English SOL for grade 7 aligned with the CCSS at other grade levels	
understanding, rereading as necessary.	variety of nonfiction texts. 7.6 l) Use reading strategies to monitor comprehension throughout the reading process.

English SOL for grade 7 not explicitly stated in the CCSS at any grade level	
	7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages. 7.2 c) Compare/contrast a speaker's verbal and nonverbal messages.
	7.3 The student will understand the elements of media literacy. 7.3 c) Describe how word choice and visual images convey a viewpoint.
	7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 7.6 f) Identify the source, viewpoint, and purpose of texts.
	7.6 k) Organize and synthesize information for use in written formats.
	7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. 7.7 b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
	7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 7.8 a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.

English SOL for grade 7 not explicitly stated in the CCSS at any grade level	
	7.8 f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.

Grade 8

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Reading for Literature	
Key Ideas and Details	
1. Cite several pieces of textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.	8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	7.6 CF Provide an objective summary of the text by recording the development of the central ideas. 8.5 CF Determine a theme of a text and analyze its development over the course of the text. 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 h) Identify the main idea. 8.5 i) Summarize text relating supporting details.
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 d) Understand the author's use of conventional elements and characteristics within a variety of genres. 8.5 e) Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts. 8.5 CF Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone,	8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.

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including analogies or allusions to other texts.	8.4 a) Identify and analyze an author's use of figurative language. 8.4 b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 12.3d) Identify the meaning of common idioms, literary and classical allusions in text.
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 e) Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts. 8.5 f) Compare and contrast authors' styles.
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning. 8.5 g) Identify and ask questions that clarify various viewpoints. 8.5 CF Analyze how differences in points of view can create such effects as suspense or humor. 8.5 CF Analyze an author's use of literary devices, including: irony.
Integration of Knowledge and Ideas	
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	7.3 The student will understand the elements of media literacy. 7.3 d) Compare and contrast the techniques in auditory, visual, and written media messages. 10.4 CF Analyze the representation of a subject or a key scene in two different mediums.

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8. (Not applicable to literature) *No standard stated for CCSS.*	
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	10.4 CF Compare and contrast read and understand a variety of literary works from different cultures. 10.4 CF Identify universal themes. 10.4 CF Analyze works of literature for historical information about the period in which they were written.
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently.	8 CF Reading Focus Statement: When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity. Text complexity is addressed through teacher-selected texts.
Reading for Informational Texts	
Key Ideas and Details	
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	7.6 CF Provide an objective summary of the text by recording the development of the central ideas. 8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 g) Identify the main idea. 8.6 h) Summarize text identifying supporting details. 8.6 CF Analyze an author's choice of details by examining: accuracy; placement; thoroughness; relevance; and effectiveness. 8.5 CF Determine a theme of a text and analyze its development over the course of the text.
3. Analyze how a text makes connections among and distinctions	8.5 CF Analyze how a text makes connections among and

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between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	7.4 CF Recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning. 8.4 The student will apply knowledge of word origins, analogies, figurative language to extend vocabulary development within authentic texts. 8.4 CF Analyze the impact of specific word choices on meaning and tone, including analogies to other texts. 8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 d) Analyze the author's use of text structure and word choice. 8.4 CF Recognize an author's use of connotations and persuasive language, to convey a viewpoint.
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 i) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. 8.6 CF Analyze an author's choice of details by examining: accuracy; placement; thoroughness; relevance; and effectiveness.
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	7.6 CF Analyze how two or more authors writing about the same topic shape their presentations or viewpoints of key information using facts, opinions, and reasoning. 7.6 CF An author's viewpoint refers to his or her bias or subjectivity toward the subject. In general, a viewpoint can be

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	positive or negative. 8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 c) Analyze the author's qualifications, viewpoint, and impact. 8.6 CF Analyze two or more texts with conflicting information on the same topic and identify how the texts disagree. 8.6 CF Determine an author's point of view or purpose in a text. 8.6 CF Analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas	
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	8.3 The student will analyze, develop, and produce creative or informational media messages. 8.3 c) Use media and visual literacy skills to create products that express new understandings. 8.3 CF Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to express new understandings.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 e) Analyze details for relevance and accuracy. 8.6 CF Analyze an author's choice of details by examining: accuracy; placement; thoroughness; relevance; and effectiveness. 8.6 CF Distinguish between subjective and objective writing.
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	8.6 CF Analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literary	8 CF Reading Focus Statement: When selecting texts, teachers

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nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	will consider appropriateness of subject and theme as well as text complexity. Text complexity is addressed through teacher-selected texts.
CCSS Writing Standards Grade 8	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 11.6 Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 d) Organize details to elaborate the central idea and provide unity. 8.7 e) Select specific vocabulary and information for the audience and purpose. 11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 c) Organize ideas in a sustained and logical manner. 11.6 d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately. 11.6 CF Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, 11.6 CF Organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	8.7 CF Elaborate the central idea providing sustained unity throughout the writing. 8.9 The student will apply knowledge of appropriate reference materials to produce a research project. 8.9 d) Make sense of information gathered from diverse sources

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	by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	8.7 CF Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 9.6 CF Arrange paragraphs into a logical progression using appropriate words or phrases to signal organizational pattern and transitions between ideas. 11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 a)Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
d. Establish and maintain a formal style.	8.7 CF Sustain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.	8.7 CF Develop a conclusion. 8.7 CF Elaborate the central idea providing sustained unity throughout the writing.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 d) Organize details to elaborate the central ideal and provide unity.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	6.7 CF Write using strategies such as definition, classification comparison/contrast, and cause/effect. 6.7 CF Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when appropriate. 7.7 CF Choose an appropriate strategy for organizing ideas such as comparison/contrast, personal narrative, cause/effect, etc., and provide transitions between ideas. 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 b) Use prewriting strategies to generate and organize ideas.

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	8.7 d) Organize details to elaborate the central idea and provide unity.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 d) Organize details to elaborate the central idea and provide unity. 8.7 e) Select specific vocabulary and information for audience and purpose. 8.7 CF Understand that a topic sentence supports an essay's thesis statement; it unifies a paragraph and directs the order of the sentences. 8.7 CF Elaborate the central idea providing sustained unity throughout the writing. 8.7 CF Understand that good writing has been elaborated 8.9 CF Embed quotations from other sources with skill and accuracy. 9.7 CF Develop the topic with appropriate information, details, and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. 8.7 CF Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 8.7 CF Use written expression to draft and revise compositions explain, analyze, or summarize a topic with attention to: purpose and audience; a central or controlling idea; voice; tone (such as serious, sarcastic, objective, enthusiastic, solemn, humorous, hostile, personal, impersonal); coherent selection of information

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	and details; embedded phrases and clauses that clarify meaning and increase variety; vivid and precise vocabulary; figurative language; sentence variety; and transitional words and phrases.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	7.7 CF Use written expression to draft and revise compositions with attention to: voice; tone; selection of information; embedded phrases and clauses that clarify meaning; vivid and precise vocabulary; figurative language; and sentence variety. 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 e) Select specific vocabulary and information for audience and purpose.
e. Establish and maintain a formal style.	8.7 CF Sustain a formal style.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	7.7 CF Include an appropriate introduction and satisfying conclusion. 8.7 CF Develop a conclusion. 8.7 CF Elaborate the central idea providing sustained unity throughout the writing.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	6.7 CF Write using descriptive details. 7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. 7.7 c) Organize writing structure to fit mode or topic. 7.7 f) Write multiparagraph compositions with unity elaborating the central idea. 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 CF Write in a variety of forms, including: narrative – writing to tell a story.
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;	6.7 The student will write narration, description, exposition, and persuasion.

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organize an event sequence that unfolds naturally and logically.	6.7 d) Establish a central idea and organization. 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 d) Organize details to elaborate the central idea and provide unity. 8.7 e) Select specific vocabulary and information for audience and purpose.
b. Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.	7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. 7.7 c) Organize writing structure to fit mode or topic. 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 CF Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters. 8.8 The student will edit writing for correct grammar, punctuation, spelling, sentence structure, and paragraphing. 8.8 f) Use quotation marks with dialogue and direct quotations.
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.	6.7 CF Use transitional words or phrases to connect parts of sentences in order to: ◦ show relationships between ideas; ◦ signal a shift or change in the writer's thoughts; ◦ signal levels of importance; ◦ suggest a pattern of organization; ◦ and make sentences clearer. 8.7 CF Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey	7.7 CF Use descriptive details and examples within a sentence to give detail and depth to an idea or from paragraph to paragraph.

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experiences and events.	8.7 CF Use written expression to draft and revise compositions explain, analyze, or summarize a topic with attention to: ◦ purpose and audience; a central or controlling idea; ◦ voice; ◦ tone (such as serious, sarcastic, objective, enthusiastic, solemn, humorous, hostile, personal, impersonal); ◦ coherent selection of information and details; ◦ embedded phrases and clauses that clarify meaning and increase variety; ◦ vivid and precise vocabulary; ◦ figurative language; ◦ sentence variety; and ◦ transitional words and phrases.
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	6.7 CF Provide an appropriate conclusion for the purpose and mode of writing. 7.7 CF Include an appropriate introduction and satisfying conclusion. 8.7 CF Develop a conclusion.
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	6.7 CF The intent of this standard is that students will demonstrate an awareness of audience and use a process for writing as they produce narrative, descriptive, expository, and persuasive pieces. 6.7 CF Identify audience and purpose for any piece of writing. 7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. 7.7 CF Identify intended audience and purpose. 8.7 The student will write in a variety of forms, including

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	narration, exposition, persuasion, and informational. 8.7 a) Identify intended audience. 8.7 e) Select specific vocabulary and information for audience and purpose.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.)	6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 6.8 e) Eliminate double negatives. 7.7 CF Students will know the writing process is nonlinear: returning to prewriting or drafting at any point in the process may help the writer clarify and elaborate the drafted piece. 7.8 CF Students will gradually assume responsibility for revising, proofreading, and editing their own writing. 7.8 CF Proofread and edit drafts with teacher assistance, peer collaboration, and growing independence. 8.8 CF Proofread and edit drafts with teacher assistance, peer collaboration, and growing independence. 8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 8.8 CF The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary and middle school levels.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 h) Use computer technology to plan, draft, revise, edit, and publish writing. 8.9 The student will apply knowledge of appropriate reference materials to produce a research product.

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	8.9 c) Use technology as a tool to research, organize, evaluate, and communicate information.
Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 a) Draw on background knowledge and knowledge of text structure to understand selections. 8.6 k) Evaluate, organize, and synthesize information for use in written and oral formats. 8.9 The student will apply knowledge of appropriate reference materials to produce a research product. 8.9 a) Collect and synthesize information from multiple sources including online, print and media. 8.9 CF Conduct short research projects to answer a question drawing on several sources and generating questions.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8.9 The student will apply knowledge of appropriate reference materials to produce a research product. 8.9 b) Evaluate the validity and authenticity of texts. 8.9 e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style. 8.9 g) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. 8.9 CF The intent of this standard is that students will collect resources, evaluate their usefulness, conduct research, and appropriately cite reliable sources of information. 8.9 CF Students will evaluate the accuracy and authenticity of multiple sources.

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	8.9 CF Students will evaluate the intent of the author, which may include misinformation, bias, and unsupported assertions. 8.9 CF Document using a standard form such as MLA or APA. 8.9 CF Avoid plagiarism, give credit whenever using another person's idea or opinion, facts, statistics, graphs, drawings, quotations, or paraphrases of another person's words.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	8.9 The student will apply knowledge of appropriate reference materials to produce a research product.
a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").	9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama. 9.4 g) Analyze the cultural or social function of a literary text. 9.4 i) Explain the influence of historical context on the form, style, and point of view of a written work.
b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. 8.9 The student will apply knowledge of appropriate reference materials to produce a research product. 8.9 b) Evaluate the validity and authenticity of texts. 8.9 CF Students will evaluate the intent of the author, which may include misinformation, bias, and unsupported assertions.
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	8.7 CF Students should have practice writing on demand, for shorter time frames, and over extended periods of time.
CCSS Speaking and Listening Standards	

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Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly.	7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. 7.1 a) Communicate ideas and information orally in an organized and succinct manner. 7.1 b) Ask probing questions to seek elaboration and clarification of ideas. 7.1 c) Make statements to communicate agreement or tactful disagreement with others' ideas. 8.2 The student will develop and deliver oral presentations in groups and individually. 8.2 g) Assume shared responsibility for collaborative work.
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	11.1 CF Define a position and select evidence to support that position through reading, writing, and discussion.
b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	10.1 CF Work with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed.
c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	7.1 CF Ask clarifying questions and respond appropriately to others' questions in order to encourage discussion, foster understanding, and bring the discussion back to the topic when needed.
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	7.1 CF Provide feedback to other group members, acknowledge new insights expressed by others, and when justified, modify their own views.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind	8.3 The student will analyze, develop, and produce creative or informational medial messages. 8.3 a) Evaluate the persuasive/informational technique being

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its presentation.	used in nonprint media including television, radio, video, and Internet. 8.3 b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations. 8.3 CF Identify and analyze the motives (social, commercial, political, etc.) and factual content of media messages including print and nonprint resources.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	7.3 CF Recognize that evidence is fact and a valid inference is the interpretation of fact. 8.3 The student will analyze, develop, and produce creative or informational media messages. 8.3 d) Evaluate sources for relationships between intent and factual content. 8.3 CF Analyze the use of opinions in the media. 8.3 CF Analyze the use of facts in the media.
Presentation of Knowledge and Ideas	
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	8.2 The student will develop and deliver oral presentations in groups and individually. 8.2 a) Choose topic and purpose appropriate to the audience. 8.2 b) Choose vocabulary and tone appropriate to the audience, topic, and purpose. 8.2 c) Use appropriate verbal and nonverbal presentation skills. 8.2 d) Respond to audience questions and comments. 8.2 e) Differentiate between standard English and informal language.
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	8.3 The student will analyze, develop, and produce creative or informational medial messages. 8.3 c) Use media and visual literacy skills to create products that

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	express new understandings. 8.3 CF Create and publish media messages, such as public service announcements aimed at a variety of audiences with different purposes. 8.3 CF Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to express new understandings. 8.3 CF Include multimedia to clarify presentation information.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)	8.2 The student will develop and deliver oral presentations in groups and individually. 8.2 e) Differentiate between standard English and informal language. 8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 k) Evaluate, organize, and synthesize information for use in written and oral formats.
CCSS Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	6.8 e) Eliminate double negatives. 8.2 CF Use grammatically correct language. 8 CF Writing Focus Statement: Students will continue the process of becoming independent with sentence formation, usage, and mechanics and understand that the conventions of language help convey the message from the writer to the reader.
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 7.8 f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in

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	sentences. 8.7 CF Explain the function of verbals (gerunds, participles, infinitives). 11.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 11.7 b) Use verbals and verbal phrases to achieve sentence conciseness and variety.
b. Form and use verbs in the active and passive voice.	9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 9.7 e) Distinguish between active and passive voice. 9.7 CF Understand that active voice means that the subject of a verb *performs* the action and passive voice means that the subject of a verb *receives* the action. 10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 10.7 a) Distinguish between active and passive voice. 11.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 11.7 b) Use verbals and verbal phrases to achieve sentence conciseness and variety.
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	8.8 CF Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
d. Recognize and correct inappropriate shifts in verb voice and mood.	7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

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	7.8 d) Use subject-verb agreement with intervening phrases and clauses. 8.8 CF Recognize and correct inappropriate shifts in verb voice and mood.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 8.8 b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words. 8.8 c) Choose the correct case and number for pronouns in prepositional phrases with compound objects. 8.8 e) Use comparative and superlative degrees in adverbs and adjectives. 8.8 g) Use correct spelling for frequently used words.
a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	8.8 CF Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
b. Use an ellipsis to indicate an omission.	8.8 CF Use an ellipsis to indicate an omission.
c. Spell correctly.	8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 8.8 g) Use correct spelling for commonly used words.
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. 7.7 g) Select vocabulary and information to enhance the central idea, tone, and voice. 8.2 The student will develop and deliver oral presentations in groups and individually. 8.2 b) Choose vocabulary and tone appropriate to the audience,

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	topic, and purpose.
a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	8.8 CF Use verbs in the indicative, imperative, interrogative, conditional, and subjunctive form. 9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 9.7 e) Distinguish between active and passive voice. 9.7 CF Students will use verbs in the conditional and subjunctive mood to achieve particular effects.
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.	8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.4 b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	8.4 CF The intent of this standard is that students will become independent learners of vocabulary by choosing from a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words. 8.4 CF use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.4 c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.

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	8.4 CF Use common roots to determine the meaning of unfamiliar words and make connections with word families (e.g.,-phobia, and -ology). 9.3, 10.3, 11.3, 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 a) 10.3 a) 11.3 a) 12.3a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.4 d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.4 d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6.4 CF Students will be introduced to word relationships and nuances in word meanings. 8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 a) Explain the use of symbols and figurative language.

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a. Interpret figures of speech (e.g. verbal irony, puns) in context.	8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.4 a) Identify and analyze an author's use of figurative language. 8.4 CF Understand, evaluate, and use figurative language. 9.4 CF Identify and analyze an author's use of diction (word choice) and syntax to convey ideas and content, including: rhetorical question; cliché; connotation; denotation; hyperbole; understatement; irony (dramatic, situational, verbal); dialect; and pun.
b. Use the relationship between particular words to better understand each of the words.	9.4 CF Identify and analyze an author's use of diction (word choice) and syntax to convey ideas and content, including: rhetorical question; cliché; connotation; denotation; hyperbole; understatement; irony (dramatic, situational, verbal); dialect; and pun.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute).*	8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.4 e) Discriminate between connotative and denotative meanings and interpret the connotation. 8.4 CF Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*), recognizing that some words have technical meanings based on context such as *stern.*
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.4 f) Extend general and specialized vocabulary through

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	speaking, listening, reading, and writing. 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 l) Use prior and background knowledge as a context for new learning.

English SOL for grade 8 aligned with the CCSS at other grade levels	
Reading Standards for Literacy in History/Social Studies Grades 6-8 8. Distinguish among fact, opinion, and reasoned judgment in a text.	8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 f) Differentiate between fact and opinion.
Partially addressed in Grades 9-10 Writing. 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	8.6 k) Evaluate, organize, and synthesize information for use in written and oral formats.
Only partially addressed under Grade 7 Writing. 2. a. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 c) Distinguish between a thesis statement and a topic sentence.

English SOL for grade 8 aligned with the CCSS at other grade levels	
Partial Match: Grade 5 Reading Foundational Skills 4. c. Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	8.5 m), 8.6 l) Use reading strategies to monitor comprehension throughout the reading process.
Partial Match: Grade 8 Speaking and Listening 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 k) Evaluate, organize, and synthesize information for use in written and oral formats.

English SOL for grade 8 not explicitly stated in the CCSS at any grade level	
	8.1 The student will use interviewing techniques to gain information. 8.1 a) Prepare and ask relevant questions for the interview
	8.1 b) Make notes of responses.
	8.1 c) Compile, accurately report, and publish responses.
	8.1 d) Evaluate the effectiveness of the interview.
	8.2 The student will develop and deliver oral presentations in groups and individually. 8.2 h) Use a variety of strategies to listen actively.
	8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. 8.7 f) Use interview quotations as evidence.
	8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 8.8 a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and

English SOL for grade 8 not explicitly stated in the CCSS at any grade level	
	paragraph structure.
	8.9 f) Publish findings and respond to feedback.

Grades 9-10

CCSS Grades 9-10	English SOL
Reading	
Reading for Literature	
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama. 9.4 l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension. 10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras. 10.4 b) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	9.4 CF Determine a theme of a text and analyze its development over the course of the text. 9.4 CF Provide a summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	9.4 CF Analyze how characters with multiple or conflicting motivations develop over the course of a text, interact with other characters, and advance the plot or develop theme.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 b) Use context, structure, and connotations to determine meanings of words and phrases. 9.3 c) Discriminate between connotative and denotative meanings and interpret the connotation. 9.3 CF Analyze connotations of words with similar denotations.

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	9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama. 9.4 e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. 9.4 CF Identify and analyze an author's use of diction (word choice) and syntax to convey ideas and content.
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama. 9.4 e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. 9.4 CF Students will understand that parallel plots are plots in which each main character has a separate but related story line that merges together (e.g., *A Tale of Two Cities*).
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama. 9.4 m) Use reading strategies to monitor comprehension throughout the reading process. 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.

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	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. 10.4 CF Analyze a particular point of view or cultural experience reflected in a literary work.
Integration of Knowledge and Ideas	
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	10.4 CF Analyze the representation of a subject or a key scene in two different mediums.
8. (Not applicable to literature) *No standard stated for CCSS.*	
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme	9.4 CF Understand that an author draws on and transforms source material in a specific work (e.g. how a later author draws

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or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	on a play by Shakespeare).
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	9 CF Reading Focus Statement: When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity. (The same Reading Focus Statement is present in the 10 CF.)
Reading for Informational Texts	
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9.5 The student will read and analyze a variety of nonfiction texts. 9.5 h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence. 10.5 The student will read, interpret, analyze, and evaluate nonfiction texts. 10.5 f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	9.5 The student will read and analyze a variety of nonfiction texts. 9.5 a) Recognize an author's intended purpose for writing and identify the main idea. 9.5 CF Provide a summary of the text. 9.5 CF Identify and summarize essential details that support the main idea of informational text. 10.5 CF Identify the main idea(s) in informational text.

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	10.5 CF Identify essential details in complex informational passages.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	9.5 CF Analyze text structures (organizational pattern), including: cause and effect; comparison/contrast; enumeration or listing; sequential or chronological; concept/definition; generalization; and process. 9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 g) Use transitions between paragraphs and ideas.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	9.3, 10.4 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 b),10.3 b) Use context, structure, and connotations to determine meanings of words and phrases. 9.3 c), 10.3 c) Discriminate between connotative and denotative meanings and interpret the connotation. 9.3 CF Analyze connotations of words with similar denotations.
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	9.5 The student will read and analyze a variety of nonfiction texts. 9.5 h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence. 10.5 CF Know that informational and technical writing is often non-linear, fragmented, and graphic-supported. 10.5 CF Understand how format and style in informational text differ from those in narrative and expository texts.
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	10.5 The student will read, interpret, analyze, and evaluate nonfiction texts. 10.5 b) Recognize an author's intended audience and purpose for

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	writing. 10.5 CF Analyze how authors use rhetoric to advance their point of view.
Integration of Knowledge and Ideas	
7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	9.2 CF Students will also recognize that all media messages are constructed and that to understand the whole meaning of the message they can *deconstruct* it, looking at the following attributes: ◦ Authorship (Who constructed the message?) ◦ Format (This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, kids' voices.) ◦ Audience (Who is the person or persons meant to see the message? How will different people *see* the message?) ◦ Content (This is not just the visible content but the embedded content as well which includes underlying assumptions of values or points of view; facts and opinions may be intermixed.) ◦ Purpose (Why is the message being sent—is it meant to persuade, inform, entertain, sell, or a combination of these?) 10.4 CF Analyze the representation of a subject or a key scene in two different media. 11.5 The student will read and analyze a variety of nonfiction texts. 11.5 e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.

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8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	11.4 CF Students should recognize persuasive techniques such as: ◦ ad hominem – means "to the man" does not argue the issue, instead it argues the person; ◦ red herring – is a deliberate attempt to divert attention; ◦ straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man"); and ◦ begging the question – assumes the conclusion is true without proving it; circular argument.
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. 11.5 CF Compare and contrast how two or more texts treat two or more of the same ideas and analyze the development of those ideas including how they interact and build on one another to provide a complex analysis.
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	9 CF Reading Focus Statement: When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity. (The same Reading Focus Statement is present in 10 CF.)
CCSS Writing Standards	
Text Types and Purposes	*Note: Argumentative writing is emphasized in grades 11-12 in the SOL.*
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 11.6 The student will write in a variety of forms, with an

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	emphasis on persuasion. 11.6 b) Produce arguments in writing that develop a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 b) Produce arguments in writing that develop a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. 11.6 CF Anticipate and address the counter evidence, counterclaims, and counterarguments. 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings. 12.6 b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 g) Use transitions between paragraphs and ideas. 10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. 10.6 e) Organize ideas into a logical sequence using transitions. 11.6 CF Use appropriate and varied transitions to link sentences and paragraphs.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	8.7 CF Sustain a formal style. 8.7 CF Elaborate the central idea providing sustained unity throughout the writing. 9.6 CF Recognize the importance of maintaining a formal style

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	and objective tone in academic writing.
e. Provide a concluding statement or section that follows from and supports the argument presented.	8.7 CF Develop a conclusion. 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings. 12.6 b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.
a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 b) Plan and organize writing to address a specific audience and purpose. 9.6 CF Provide an engaging introduction and a clear thesis statement that introduces the information presented. 10.6 CF Plan and organize their ideas for writing.
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 b) Plan and organize writing to address a specific audience and purpose. 9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product. 9.8 f) Credit the sources of quoted, paraphrased, and summarized ideas. 9.6 CF Develop the topic with appropriate information, details,

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	and examples. 10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. 10.6 a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 g) Use transitions between paragraphs and ideas. 10.6 The student will develop a variety of writing to explain, interpret, analyze, and evaluate with an emphasis on exposition and analysis. 10.6 e) Organize ideas into a logical sequence using transitions.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	9.6 CF Use specific vocabulary and information. 9.6 CF Use precise language to convey a vivid picture.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	9.6 CF Use specific vocabulary and information. 9.6 CF Use precise language to convey a vivid picture. 9.6 CF Understand the importance of maintaining a formal style and objective tone in academic writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	*Note: The English SOL do not address individual parts of a piece of writing after grade 8, with the exception of a strong thesis statement.* 8.7 CF Develop a conclusion.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.
a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.

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smooth progression of experiences or events.	
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 b) Plan and organize writing to address a specific audience and purpose.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 f) Arrange paragraphs into a logical progression.
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 g) Use transitions between paragraphs and ideas. 9.6 e) Elaborate ideas clearly through word choice and vivid description.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	8.7 CF Develop a conclusion.
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 a) Generate, gather, and organize ideas for writing. 9.6 b) Plan and organize writing to address a specific audience and purpose. 10.6 The student will develop a variety of writing to explain, interpret, analyze, and evaluate with an emphasis on exposition and analysis. 10.6 a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose. 10.8 The student will collect, evaluate, organize, and present information to create a research product.

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	10.8 b) Develop the central idea or focus.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 h) Revise writing for clarity of content, accuracy and depth of information. 9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 9.7 f) Proofread and edit writing for intended audience and purpose. 10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 10.7 e) Analyze the writing of others. 10.7 f) Describe how the author accomplishes the intended purpose of a piece of writing. 10.7 g) Suggest how writing might be improved. 10.7 h) Proofread and edit final product for intended audience and purpose. 10 CF Use peer- and self-evaluation to edit writing.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 i) Use computer technology to plan, draft, revise, edit, and publish writing. 9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product. 9.8 a) Use technology as a tool for research to organize, evaluate, and communicate information.

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	10.6 The student will develop a variety of writing to explain, interpret, analyze, and evaluate with an emphasis on exposition and analysis. 10.6 g) Use computer technology to plan, draft, revise, edit, and publish writing. 10.8 The student will collect, evaluate, organize, and present information to create a research product. 10.8 a) Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.
Research to Build and Present Knowledge	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 8.6 k) Evaluate, organize, and synthesize information for use in written and oral formats. 9.5 The student will read and analyze a variety of nonfiction texts. 9.5 j) Organize and synthesize information from sources for use in written and oral presentations. 9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product. 9.8 b) Narrow the focus of a search. 10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 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.

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	d) Differentiate between in-text citations and works cited on the bibliography page. 10.8 The student will collect, evaluate, organize, and present information to create a research product.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product. 9.8 c) Find, evaluate, and select appropriate sources to access information and answer questions. 9.8 d) Verify the validity and accuracy of all information. 9.8 f) Credit the sources of quoted, paraphrased, and summarized ideas. 9.8 e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. 9.8 g) 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). 9.8 h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. 9.8 CF Differentiate between reliable and unreliable resources. question the validity and accuracy of information: ◦ Who is the author or sponsor of the page? ◦ Are there obvious reasons for bias? ◦ Is contact information provided? ◦ Is there a copyright symbol on the page? ◦ What is the purpose of the page? ◦ Is the information on the page *primary* or *secondary*?

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	◦ Is the information current? ◦ Can the information on the Web page be verified? 9.8 CF Distinguish one's own ideas from information created or discovered by others. 9.8 CF Use a style sheet, such as MLA or APA, to cite sources. 10.8 The student will collect, evaluate, organize, and present information to create a research product. 10.8 c) Verify the accuracy, validity, and usefulness of information. 10.8 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). 10.8 f) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. 10.8 CF Evaluate sources for their credibility, reliability, strengths, and limitations. 10.8 CF Demonstrate ability to distinguish between reliable and unreliable sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 c) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. 9.5 The student will read and analyze a variety of nonfiction texts. 9.5 h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.

CCSS Grades 9-10	English SOL
a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	9.4 CF Understand that an author draws on and transforms source material in a specific work (e.g. how a later author draws on a play by Shakespeare).
b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 c) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. 9.2 CF Recognize that persuasive techniques are used to convince viewers to make decisions, change their minds, take a stand on an issue, or predict a certain outcome, such as: ◦ ad hominem – means "to the man" does not argue the issue, instead it argues the person; ◦ red herring – is a deliberate attempt to divert attention; ◦ straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man"); ◦ begging the question – assumes the conclusion is true without proving it; circular argument; ◦ testimonial – uses famous people to endorse the product or idea; ◦ ethical appeal – establishes the writer as knowledgeable; ◦ emotional appeal – appeals strictly to emotions often used with strong visuals; and ◦ logical appeal – is the strategic use of logic, claims, and evidence. 9.5 The student will read and analyze a variety of nonfiction texts.

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	9.5 h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence. 10.5 The student will read, interpret, analyze, and evaluate nonfiction texts. 10.5 f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	9.6 CF Students should have practice writing for shorter time frames as well as extended time frames. The same statement appears in 10.6 CF.
CCSS Speaking and Listening Standards	
Comprehension and Collaboration	
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.	9.1 l) Assume shared responsibility for collaborative work. 10.1 The student will participate in, collaborate in, and report on small-group learning activities. 10.1 e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	11.1 CF Define a position and select evidence to support that position through reading, writing, and discussion.
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	10.1 CF Work with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed. 10.1 The student will participate in, collaborate in, and report on small-group learning activities. 10.1 a) Assume responsibility for specific group tasks

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	b) Collaborate in the preparation or summary of the group activity. c) Include all group members in oral presentation. d) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose. e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal. f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. g) Access, critically evaluate, and use information accurately to solve problems. h) Evaluate one's own role in preparation and delivery of oral reports. i) Use a variety of strategies to listen actively. j) Analyze and interpret other's presentations. k) Evaluate effectiveness of group process in preparation and delivery of oral reports.
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	10.1 CF Move conversations ahead by posing and responding to questions, actively involve others in the discussion, and challenge ideas.
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. 7.1 c) Make statements to communicate agreement or tactful disagreement with others' ideas. 7.1 e) Use a variety of strategies to listen actively. 9.1 k) Summarize and evaluate information presented orally by others. 10.1 CF Respond thoughtfully by summarizing points of

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	agreement and disagreement, qualifying views and understanding.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages. 9.2 d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content. 9.2 e) Monitor, analyze, and use multiple streams of simultaneous information. 12.1 The student will make a formal oral presentation in a group or individually. 12.1 d) Use media, visual literacy, and technology skills to create and support the presentation.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	9.1 Evaluate impact and purpose of the presentation. 10.1 The student will participate in, collaborate in, and report on small-group learning activities. 10.1 j) Analyze and interpret other's presentations. 10.5 CF Analyze how authors use rhetoric to advance their point of view. 11.1 CF Evaluate the use of persuasive techniques, such as: ◦ introduction (for securing interest and establishing unity); ◦ organization; ◦ proof/support; ◦ logic; ◦ loaded language; ◦ rhetorical devices, such as: – call to action – elevated language

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	– rhetorical question – appeals to emotion – repetition – figurative language – addressing counterclaims ° conclusion. 11.5 CF Determine an author's point of view or purpose in a rhetorically rich text, analyzing how ambiguity, contradiction, paradox, irony, hyperbole, overstatement, and understatement contribute to text.
Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	9.1 The student will make planned oral presentations independently and in small groups. 9.1 a) Include definitions to increase clarity. 9.1 b) Use relevant details to support main ideas. 9.1 c) Illustrate main ideas through anecdotes and examples. 9.1 d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. 9.1 e) Use verbal and nonverbal techniques for presentatio 9.1 f) Evaluate impact and purpose of presentation. 9.1 g) Credit information sources. 9.1 h) Give impromptu responses to questions about presentation. 9.1 i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems. 9.1 j) Use a variety of strategies to listen actively. 9.1 k) Summarize and evaluate information presented orally by others. 9.1 l) Assume shared responsibility for collaborative work.

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5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages. a) Use media, visual literacy, and technology skills to create products. 11.1 The student will make informative and persuasive presentations. 11.1 g) Use presentation technology. 11.1 CF Develop effective multi-media presentations.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)	9.1 CF Organize presentation in a structure appropriate to the audience, topic, and purpose (problem-solution, comparison-contrast, cause-effect, etc.). 10.1 CF Use grammatically correct language.
CCSS Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	9.1 The student will make planned oral presentations independently and in small groups. 9.1 d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. 9.7 CF Students will focus on editing and the application of grammatical conventions in writing. 10.1 CF Use grammatically correct language.
a. Use parallel structure.	9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 9.7 b) Use parallel structures across sentences and paragraphs.
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or	9.7 CF Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or

CCSS Grades 9-10	English SOL
presentations.	presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	9.7 Self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 9.7 CF Students will focus on editing and the application of grammatical conventions in writing.
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	9.7 CF Use a semicolon, or a conjunctive adverb to link two or more closely related independent clauses.
b. Use a colon to introduce a list or quotation.	10.7 b) apply rules governing uses of the colon. 10.7 CF Know and apply the rules for the use of a colon: ◦ before a list of items; ◦ before a long, formal statement or quotation; and ◦ after the salutation of a business letter.
c. Spell correctly.	9.7 Self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
Knowledge of Language	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	9.3, 10.3, 11.3, 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 g), 10.3 g), 11.3 g), 12.3 g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for writers) appropriate for the discipline and writing type.	9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product. 9.8 g) 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).

CCSS Grades 9-10	English SOL
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.	8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.4 b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. 9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 b) Use context, structure, and connotations to determine meanings of words and phrases.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	9.3 CF, 10.3 CF Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).	10.3 CF Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	9.3 CF, 10.3 CF Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)	9.3, 10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 b), 10.3 b) Use context, structure, and connotations to determine meanings of words and phrases.
5. Demonstrate understanding of figurative language, word	9.3 CF, 10.3 CF Recognize that words have nuances of meaning

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relationships, and nuances in word meanings.	and that understanding the connotations may be necessary to determine the appropriate meaning.
a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	9.3, 10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 e), 10.3 e) Identify literary and classical allusions and figurative language in text. 9.3 CF, 10.3 CF Interpret figures of speech (e.g., *euphemism, oxymoron*) in context and analyze their role in the text.
b. Analyze nuances in the meaning of words with similar denotations.	9.3, 10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 c), 10.3 c) Discriminate between connotative and denotative meanings and interpret the connotation.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	9.3, 10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 CF, 10.3 CF The intent of this standard is that students will increase their independence as learners of vocabulary. 10.3 f) Extend general and specialized vocabulary through speaking, reading, and writing.

English SOL for grades 9-10 aligned with the CCSS at other grade levels	
Partially addressed in Grade 8 Language 4. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 9.3 a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
Grade 5 Language 5. b. Recognize and explain the meaning of common idioms,	9.3 d) Identify the meaning of common idioms.
Note on range and content of student reading College and Career Anchor Standards for Reading Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements.	9.4 g) Analyze the cultural or social function of a literary text.
Reading Standards for Literacy in History/Social Studies Grade 6-8 8. Distinguish among fact, opinion, and reasoned judgment in a text.	9.5 The student will read and analyze a variety of nonfiction texts. 9.5 i) Differentiate between fact and opinion.
Grade 8 Language 3. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	9.7 e) Distinguish between active and passive voice.
Grade 8 Language 4. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 10.3 a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.

English SOL for grades 9-10 aligned with the CCSS at other grade levels	
Grade 5 Language 5. b. Recognize and explain the meaning of common idioms, adages, and proverbs.	10.3 d) Identify the meaning of common idioms.
Reading Standards for Literacy in Science and Technical Subjects Grades 11-12 Reading 5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	10.5 The student will read, interpret, analyze, and evaluate nonfiction texts. 10.5 a) Identify text organization and structure.
Reading Standards for Literacy in Science and Technical Subjects Grades 9-10 Reading 9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	10.5 d) Compare and contrast informational texts.
Reading Standards for Literacy in History/Social Studies Grades 9-10 Reading 7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	10.5 e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
The modes of writing are addressed in separate standards. Grades 9-10 Writing 1 – arguments. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2 – informative/expository. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective election, organization, and analysis of content. 3 – narrative. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen	10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. 10.6 b) Synthesize information to support the thesis.

English SOL for grades 9-10 aligned with the CCSS at other grade levels	
details, and well-structured event sequences.	
Grade 8 Language 1. b. Form and use verbs in the active and passive voice. 3. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 10.7 a) Distinguish between active and passive voice.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	10.7 d) Differentiate between in-text citations and works cited on the bibliography page.
Reading Standards for Literacy in Science and Technical Subjects Grades 11-12 8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	10.8 d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

English SOL for grades 9-10 not explicitly stated in the CCSS at any grade level	
	9.2 The student will produce, interpret, and analyze auditory, visual, and written media messages. 9.2 a) Analyze and interpret special effects used in media

English SOL for grades 9-10 not explicitly stated in the CCSS at any grade level	
	messages including television, film, and Internet.
	9.2 b) Determine the purpose of the media message and its effect on the audience.
	9.2c) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
	9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.
	10.2 c) Determine the author's purpose and intended effect on the audience for media messages.
	10.2 d) Identify the tools and techniques used to achieve the intended focus.
	10.5 The student will read, interpret, analyze, and evaluate nonfiction texts. 10.5 c) Skim manuals or informational sources to locate information.

Grades 11-12

CCSS Grades 11-12	English SOL
Reading	
Reading for Literature	
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras. 10.4 b) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension. 11.5 The student will read and analyze a variety of nonfiction texts. 11.5 d) Draw conclusions and make inferences on explicit and implied information using textual support.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	9.4 CF Determine a theme of a text and analyze its development over the course of the text. 9.4 CF Provide a summary of the text.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	11.4 CF Analyze the impact of the author's choices in developing the elements of a story or drama (e.g., setting, plot structure, and character development).
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 11.3 b) Use context, structure, and connotations to determine meanings of words and phrases. 11.3 CF Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as

CCSS Grades 11-12	English SOL
	a clue to the meaning of a word or phrase. 11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. 11.4 h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama. 9.4 e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. 11.4 CF Analyze the impact of the author's choices in developing the elements of a story or drama (e.g., setting, plot structure, and character development).
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. 11.4 j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature. 11.4 CF Analyze a case in which a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement).
Integration of Knowledge and Ideas	
7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	11.4 CF Compare and evaluate adaptations and interpretations of a script for stage, film, television or other media. 12.4 CF Analyze the representation of a subject or a key scene in two different media.
8. (Not applicable to literature) *No standard stated for CCSS.*	

CCSS Grades 11-12	English SOL
9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. 11.4 b) Compare and contrast the development of American literature in its historical context. 11.4 CF Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. 12.5 The student will read and analyze a variety of nonfiction texts. 12.5 c) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
Range of Reading and Level of Text Complexity	
10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. 11.4 i) Read and analyze a variety of American dramatic selections. 11 CF Reading Focus Statement: When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity. *Note: The same statement appears in the Grade 12 Curriculum Framework*
Reading for Informational Texts	
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	11.5 The student will read and analyze a variety of nonfiction texts. 11.5 d) Draw conclusions and make inferences on explicit and implied information using textual support.

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	12.5 The student will read and analyze a variety of nonfiction texts. 12.5 f) Draw conclusions and make inferences on explicit and implied information using textual support. 12.5 CF Make frequent references to texts in order to verify conclusions and support logical inferences.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	11.5 CF Compare and contrast how two or more texts treat two or more of the same ideas and analyze the development of those ideas including how they interact and build on one another to provide a complex analysis. 11.5 CF Provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	11.5 CF Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).	11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 11.3 b) Use context, structure, and connotations to determine meanings of words and phrases. 11.3 c) Discriminate between connotative and denotative meanings and interpret the connotation. 11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. 11.4 e) Analyze how context and language structures convey an author's intent and viewpoint. 11.5 The student will read and analyze a variety of nonfiction texts. 11.5 g) Recognize and analyze use of ambiguity, contradiction,

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	paradox, irony, overstatement, and understatement in text. 12.5 The student will read and analyze a variety of nonfiction texts. 12.5 d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	11.5 CF Evaluate the relevance and quality of evidence used to support a claim. 11.6 CF Show how evidence supports each main point of the argument and justify why the evidence credibly supports the claims.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	11.5 CF Determine an author's point of view or purpose in a rhetorically rich text, analyzing how ambiguity, contradiction, paradox, irony, hyperbole, overstatement, and understatement contribute to text.
Integration of Knowledge and Ideas	
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages. 10.2 b) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion. 10.5 The student will read, interpret, analyze, and evaluate nonfiction texts. 10.5 g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge. 11.2 CF Organize knowledge and display learning using visual images, text, graphics, and/or music to create media messages with visual, audio, and graphic effects. 11.2 c) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between

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	intent, factual content, and opinion. 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. 11.8 d) Critically evaluate quality, accuracy, and validity of information. 12.5 The student will read and analyze a variety of nonfiction texts. 12.5 b) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist,* presidential addresses).	11.5 CF Understand how an organizational pattern enhances the meaning of a text. *Note: The majority of seminal U.S. texts are studied within the context of U.S. Government as follows* *Government.4 The student will demonstrate knowledge of the Constitution of the United States by:* *GOVT.4 a) examining the ratification debates and The Federalist;* *GOVT.4 b) identifying the purposes for government stated in the Preamble;* *GOVT.4 c) examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;* *GOVT.4 d) illustrating the structure of the national government outlined in Article I, Article II, and Article III;* *GOVT.4 e) describing the amendment process.*
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the	11.5 The student will read and analyze a variety of nonfiction texts. 12.5 The student will read and analyze a variety of nonfiction

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Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	texts. 12.5 CF Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective. *Note: The majority of seminal U.S. texts are studied within the context of U.S. History and U.S. Government as follows* *Government 4 The student will demonstrate knowledge of the Constitution of the United States by:* *GOVT.4 a) examining the ratification debates and The Federalist;* *GOVT.4 b) identifying the purposes for government stated in the Preamble;* *GOVT.4 c) examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;* *GOVT.4 d) illustrating the structure of the national government outlined in Article I, Article II, and Article III;* *GOVT.4 e) describing the amendment process.*
Range of Reading and Level of Text Complexity	
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	11 CF Reading Focus Statement: When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity. *Note: The same statement appears in the Grade 12 Curriculum Framework.*
CCSS Writing Standards	
Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant	11.6 The student will write in a variety of forms, with an emphasis on persuasion.

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and sufficient evidence.	11CF Writing Focus Statement: Students will produce arguments in writing that demonstrate knowledgeable judgments and address counterclaims 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings. 12.6 f) Create arguments free of errors in logic and externally supported.
a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses, counterclaims, and provides effective conclusions. 11.6 c) Organize ideas in a sustained and logical manner. 11.6 CF Anticipate and address the counterevidence, counterclaims, and counterarguments. 12.6 CF Construct arguments that: introduce precise, substantive claims; establish the significance of the claims; distinguish them from opposing claims; and sequence information logically (e.g., problem-solution, cause and effect). 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings. 12.6 b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions. 12.6 c) Clarify and defend a position with precise and relevant evidence. 12.6 f) Create arguments free of errors in logic and externally supported.
b. Develop claim(s) and counterclaims fairly and thoroughly,	11.5 The student will read and analyze a variety of nonfiction

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supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	texts. 11.5 The student will read and analyze a variety of nonfiction texts. 11.5 f) Identify false premises in persuasive writing. 11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately. 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings. 12.6 b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions. 12.6 CF Develop claim(s) and counterclaims thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both.
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	12.6 CF Use words, phrases, and clauses to link the major sections of the text. 12.6 d) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. 12.6 e) Use a variety of rhetorical strategies to accomplish a specific purpose. 12.6 CF Create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	12.6 CF Establish and maintain a style and tone.
e. Provide a concluding statement or section that follows from	11.6 The student will write in a variety of forms, with an emphasis

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and supports the argument presented.	on persuasion. 11.6 b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. 12.6 CF Provide a clear and effective conclusion.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	11.6 CF Develop the topic thoroughly by selecting facts, details, quotations, and appropriate examples for the audience and purpose. 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.
a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 a) Generate, gather, and organize ideas for writing to address a specific audience and purpose. 11.6 c) Organize ideas in a sustained and logical manner. 11.6 e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	11.6 CF Develop the topic thoroughly by selecting facts, details, quotations, and appropriate examples for the audience and purpose.
c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	11.6 CF Use appropriate and varied transitions to link sentences and paragraphs. 12.6 CF Use transition words and phrases to signal progression of ideas within and between paragraphs, and use appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution, cause and effect). 12.6 CF Use words, phrases, and clauses to link the major sections

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	of the text.
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. 10.6 c) Elaborate ideas clearly through word choice and vivid description. 11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	12.6 CF Establish and maintain a style and tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	12. 6 CF Provide a clear and effective conclusion.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 e) Elaborate ideas clearly through word choice and vivid description.
a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 f) Arrange paragraphs into a logical progression. 9.6 g) Use transitions between paragraphs and ideas. 9.6 CF Understand the importance of audience, and purpose and point of view when writing. 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

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	address a specific audience and purpose.
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	8.7 CF, 9.6 CF Use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters. 9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 c) Organize ideas in a sustained and logical manner. 11.6 e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. 9.6 CF Use precise language to convey a vivid picture. 9.6 CF Develop the topic with appropriate information, details, and examples. 10.6 CF Use visual and sensory language as needed for effect.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	12.6 CF Provide a clear and effective conclusion.
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	11.6 The student will write in a variety of forms with emphasis on persuasion. 11.6 a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose. 11.6 h) Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education. 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings. 12.6 a) Generate, gather, plan, and organize ideas for writing to

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	address a specific audience and purpose. 12.6 d) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	11.6 The student will write in a variety of forms with emphasis on persuasion. 11.6 e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. 11.6 f) Revise writing for clarity of content, accuracy and depth of information. 11.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 11.7 e) Adjust sentence and paragraph structures for a variety of purposes and audiences. 11.7 f) Proofread and edit writing for intended audience and purpose. 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. 11.8 h) Revise writing for clarity of content, accuracy, and depth of information. 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings. 12.6 g) Revise writing for clarity of content, depth of information and technique of presentation. 12.7 The student will write, revise, and edit writing. 12.7 a) Edit, proofread, and prepare writing for intended audience and purpose. 12.8 The student will write documented research papers.

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	12.8 f) Revise writing for clarity, depth of information, and technique of presentation.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	11.6 The student will write in a variety of forms with emphasis on persuasion. 11.6 g) Use computer technology to plan, draft, revise, edit, and publish writing. 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. 11.8 a) Use technology as a tool to research, organize, evaluate, and communicate information. 12.6 The student will develop expository, informational, analyses, and persuasive/argumentative writings. 12.6 h) Use computer technology to plan, draft, revise, edit, and publish writing. 12.7 The student will write, revise and edit writing. 12.8 a) Use technology as a tool to research, organize, evaluate, and communicate information.
Research to Build and Present Knowledge	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. 11.8 b) Narrow a topic and develop a plan for research. 11.8 c) Collect information to support a thesis. 11.8 d) Critically evaluate quality, accuracy, and validity of information. 11.8 e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.

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	11.8 f) Synthesize and present information in a logical sequence. 12.8 The student will write documented research papers. 12.8 a) Use technology as a tool to research, organize, evaluate, and communicate information. 12.8 b) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge. 12.8 d) Synthesize information to support the thesis and present information in a logical manner.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation	11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. 11.8 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). 11.8 j) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. 12.7 The student will write, revise, and edit writing. 12.7 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. 12.8 The student will write documented research papers. 12.8 c) Critically evaluate the accuracy, quality, and validity of the information. 12.8 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

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	Association (APA). 12.8 h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]").	11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. 11.5 The student will read and analyze a variety of nonfiction texts. 11.5 e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions. 11.5 f) Identify false premises in persuasive writing. 11.5 g) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text. 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. 11.8 c) Collect information to support a thesis. 11.8 d) Critically evaluate quality, accuracy, and validity of information. 11.8 e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias. 11.8 f) Synthesize and present information in a logical sequence. 12.5 The student will read and analyze a variety of nonfiction texts. 12.5 d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.

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	12.5 e) Identify false premises in persuasive writing. 12.5 f) Draw conclusions and make inferences on explicit and implied information using textual support. 12.8 The student will write documented research papers. 12.8 b) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10.6 CF Students should have practice writing for shorter time frames as well as extended time frames. *Note: The same statement appears in 12.6 CF.*
CCSS Speaking and Listening Standards	
Comprehension and Collaboration	
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.	10.1 The student will participate in, collaborate in, and report on small-group learning activities. 10.1 e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal. 11.1 The student will make informative and persuasive presentations. 11.1 h) Collaborate and report on small-group learning activities. 12.1 The student will make a formal oral presentation in a group or individually. 12.1 f) Collaborate and report on small group learning activities.
a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	11.1 CF Define a position and select evidence to support that position through reading, writing, and discussion.
b. Work with peers to promote civil, democratic discussions and	10.1 CF Work with peers to set rules for group presentations and

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decision making, set clear goals and deadlines, and establish individual roles as needed.	discussions, set clear goals and deadlines, and define individual roles as needed. 12.1 CF Work together to establish group goals, define individual roles, and report on learning activities.
c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	10.1 CF Move conversations ahead by posing and responding to questions, actively involve others in the discussion, and challenge ideas.
d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	10.1 CF Respond thoughtfully by summarizing points of agreement and disagreement, qualifying views and understanding.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	9.1 CF Give credit in their oral presentations to authors, researchers, and interviewers by citing titles of articles, magazines, newspapers, books, documents, and other reference materials used in the presentations. 9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product. 9.8 c) Find, evaluate, and select appropriate sources to access information and answer questions. 9.8 d) Verify the validity and accuracy of all information. 9.8 e)Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. 10.2 CF Identify and analyze the sources and viewpoint of publications.

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	11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. 11.2 a) Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess. 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. 11.8 d) Critically evaluate quality, accuracy, and validity of information. 12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. 12.2 a) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	11.1 The student will make informative and persuasive presentations. 11.1 c) Address counterclaims. 11.1 f) Monitor listening and use a variety of active listening strategies to make evaluations. 11.1 CF Critique the accuracy, relevance, and organization of evidence. 11.1 CF Critique the clarity and effectiveness of delivery. 12.1 The student will make a formal oral presentation in a group or individually. 12.1 g) Evaluate formal presentations including personal, digital, visual, textual, and technological. 12.1 CF Evaluate a formal presentation by analyzing and critiquing

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	the effectiveness of the speaker's demeanor, voice, language, gestures, clarity of thought, organization of evidence, relevance, and delivery. 12.1 CF Analyze and critique the effectiveness of purpose and content of a presentation with respect to how the audience responds.
Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.	9.1 CF Organize presentation in a structure appropriate to the audience, topic, and purpose (problem-solution, comparison-contrast, cause-effect, etc.). 11.1 The student will make informative and persuasive presentations. 11.1 b) Present evidence clearly and convincingly. 11.6 The student will write in a variety of forms, with an emphasis on persuasion. 11.6 b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. 12.1 The student will make a formal presentation in a group or individually. 12.1 a) Choose the purpose of the presentation. 12.1 b) Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose. 12.1 c) Use details, illustrations, statistics, comparisons, and analogies to support the presentation. 12.1 CF Choose appropriate vocabulary, language, and tone for the selected topic, purpose, context, and audience.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to	11.1 The student will make informative and persuasive presentations.

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enhance understanding of findings, reasoning, and evidence and to add interest.	11.1 g) Use presentation technology. 11.1 CF Develop effective multimedia presentations. 11.2 b) Use media, visual literacy, and technology skills to create products.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	11.1 e), 12.1 e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. 12.1 CF Use grammatically correct language and appropriate vocabulary.
CCSS Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	11.1 The student will make informative and persuasive presentations. 11.1 e)Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. 12.1 The student will make a formal oral presentation in a group or individually. 12.1 e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	11.3, 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 11.3 g), 12.3 f) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. 12.7 CF Students will understand that usage is a matter of convention, can change over time, and is sometimes contested.
b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.	11.3 CF, 12.3 CF Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses, both print and digital, to find the pronunciation of a word or determine or

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	clarify its precise meaning, its part of speech, its etymology, or its standard usage.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	11.7 CF Use grammatical conventions to adjust sentence and paragraph structures for a variety of purposes and audiences. 11.7 Self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. 11.8 i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure. 12.7 The student will write, revise, and edit writing. 12.7 b) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization. 12.7 CF Observe hyphenation conventions.
Knowledge of Language	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	11.3, 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 11.3 g), 12.3 f) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. 11.4 h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose. 11.7 CF Use grammatical conventions to vary syntax adjust

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	sentence and paragraph structures for a variety of purposes and audiences. 12.8 The student will write documented research papers. 12.8 g) Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.	11.3, 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	11.3 CF, 12.3 CF Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).	11.3 CF, 12.3 CF Identify, and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	11.3, 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 11.3 CF, 12.3 CF Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. 8.4 d) Use dictionaries, thesauruses, and glossaries to determine

CCSS Grades 11-12	English SOL
	definition, pronunciation, etymology, spelling, and usage of words. 11.3, 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 11.3 b), 12.3 b) Use context, structure, and connotations to determine meanings of words and phrases. 11.3 c), 12.3 c) Discriminate between connotative and denotative meanings and interpret the connotation.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	11.3 CF, 12.3 CF Recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning.
a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	9.4 CF Identify and analyze an author's use of diction (word choice) and syntax to convey ideas and content, including: rhetorical question; cliché; connotation; denotation; hyperbole; understatement; irony (dramatic, situational, verbal); dialect; and pun. 11.3, 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 11.3 c), 12.3 c) Discriminate between connotative and denotative meanings and interpret the connotation. 11.3 e), 12.3 e) Identify literary and classical allusions and figurative language in text. 11.3 CF Interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their roles in the text. 11.5 The student will read and analyze a variety of nonfiction texts. 11.5 g) Recognize and analyze use of ambiguity, contradiction,

CCSS Grades 11-12	English SOL
	paradox, irony, overstatement, and understatement in text.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	11.3, 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 11.3 f), 12.3 f) Extend general and specialized vocabulary through speaking, reading, and writing. 11.3 CF, 12.3 CF The intent of this standard is that students will increase their independence as learners of vocabulary.

English SOL for grades 11-12 aligned with the CCSS at other grade levels	
Grade 8 Language 4. b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 11.3 a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
Grade 5 Language 5. b Recognize and explain the meaning of common idioms, adages, and proverbs.	11.3 d) Identify the meaning of common idioms.
Not addressed except for alliteration Grade 7 Reading Standards for Literature 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	11.4 f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
Grades 9-10 Reading Standards for Informational Text 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in	11.5 e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.

English SOL for grades 11-12 aligned with the CCSS at other grade levels	
words to develop a coherent understanding of a topic or issue.	
Grade 8 Language 1. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	11.7 b) Use verbals and verbal phrases to achieve sentence conciseness and variety.
Grade 8 Language 1. b. Form and use verbs in the active and passive voice. 3. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	11.7 c) Distinguish between active and passive voice.
Grades 9-10 Speaking and Listening 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	12.1 The student will make a formal oral presentation in a group or individually. 12.1 d) Use media, visual literacy, and technology skills to create and support the presentation.
Grade 8 Language 4. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 12.3 a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
Grade 8 Reading Standards for Literature 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Grade 5 Language	12.3 d) Identify the meaning of common idioms, literary and classical allusions in text.

English SOL for grades 11-12 aligned with the CCSS at other grade levels	
5. b. Recognize and explain the meaning of common idioms, adages, and proverbs.	
Grades 11-12 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. 11.4 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 analyze a variety of nonfiction texts. 11.5 h) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts. 12.5 The student will read and analyze a variety of nonfiction texts. 12.5 a) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

English SOL for grades 11-12 not explicitly stated in the CCSS at any grade level	
	11.1 The student will make informative and persuasive presentations. 11.1 a) Gather and organize evidence to support a position
	11.1 d) Support and defend ideas in public forums
	11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. 11.4 a) Describe contributions of different cultures to the

English SOL for grades 11-12 not explicitly stated in the CCSS at any grade level	
	development of American literature.
	11.4 c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
	11.4 g) Explain how imagery and figures of speech appeal to the reader's senses and experience.
	11.5 The student will read and analyze a variety of nonfiction texts. 11.5 a) Use information from texts to clarify understanding of concepts.
	11.5 b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.
	11.5 c) Generalize ideas from selections to make predictions about other texts.
	11.7 d) Differentiate between in-text citations and works cited on the bibliography page.
	12.1 h) Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.
	12.1 i) Critique effectiveness of presentations.
	12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. 12.2 b) Determine the author's purpose and intended effect on the audience for media messages.
	12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures. 12.4 a) Compare and contrast the development of British literature in its historical context.

English SOL for grades 11-12 not explicitly stated in the CCSS at any grade level	
	12.4 b) Recognize major literary forms and their elements.
	12.4 c) Recognize the characteristics of major chronological eras.
	12.4 d) Relate literary works and authors to major themes and issues of their eras.
	12.4 e) Analyze the social and cultural function of British literature.
	12.4 f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
	12.4 g) Compare and contrast traditional and contemporary poems from many cultures.
	12.4 h) Analyze how dramatic conventions including character, scene, dialogue, and staging contribute to the theme and effect.
	12.4 i) Compare and contrast dramatic elements of plays from American, British, and other cultures.