Virginia Board of Education Agenda Item

Agenda Item: A **Date:** November 16, 2017

Title	Final Review of Proposed Revised Curriculum Framework for the 2017 *English Standards of Learning*		
Presenter	Ms. Tracy Fair Robertson, English Coordinator, Office of Humanities and Early Childhood, Division of Instruction		
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Purpose of Presentation:
Action required by state or federal law or regulation.

Previous Review or Action:
Previous review and action. Specify date and action taken below:
Date: January 26, 2017
Action: Board of Education approved the 2017 *English Standards of Learning.*

Date: September 28, 2017
Action: Board of Education accepted for First Review the Proposed Revised Curriculum Framework for the 2017 *English Standards of Learning*

Action Requested:
Final review: Action requested at this meeting.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

X	Goal 1: Accountability for Student Learning
X	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:
Goal 1: The Board of Education's *Comprehensive Plan* calls for a review of all Standards of Learning on a regular schedule.

The *Code of Virginia* also requires a review of Virginia's Standards of Learning every seven years.

Code of Virginia, Section 22.1-253.13:1-B… "The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis…"

Goal 2: In its 2012-2017 Comprehensive Plan, the Board of Education (BOE) commits to raising the bar on academic performance standards to ensure global competitiveness of Virginia's graduates. "Building on the success of the Standards of Learning program, more rigorous and relevant expectations will continue to be implemented that meet or exceed national and international benchmarks for college and career readiness." In the plan (page 22), the BOE has set the adoption of revised *English Standards of Learning* for 2017.

New academic content *Standards of Learning* for English were first developed in 1995. They were revised in 2002 and again in 2010. The *Standards of Quality* require the Board of Education to review the *Standards of Learning* on a regular schedule. The current English Standards of Learning were adopted in 2010 and were scheduled for review in 2017. As a result, on January 28, 2016, the Board received a plan to review these standards and companion Curriculum Framework in 2017. In accordance with the plan, the Department of Education took the following steps to produce a draft of the proposed revised Curriculum Framework for the 2017 *English Standards of Learning* for the Board's final review:

- Received online comments regarding the 2017 Proposed 2017 *English Standards of Learning Curriculum Framework* from stakeholders, including teachers, administrators, and parents;
    - Received a total of 88 comments from individuals and groups on the Proposed 2017 English Standards of Learning Curriculum Framework in Kindergarten through Grade 12 during the 30-day public comment period from September 29, 2017 through October 27, 2017.
    - Respondents included Stafford County Public Schools K-5 reading specialists, early education specialists, instructional specialists, a dyslexia coach, and classroom teachers representing elementary, middle, and high schools across the Commonwealth
- Presented the Proposed 2017 *English Standards of Learning Curriculum Framework* and received feedback from to a variety of state professional organizations including Richmond Area Reading Council, Virginia English Language Arts Supervisors (VELAS), and Virginia Association of Teachers of English (VATE);
- Presented the Proposed 2017 *English Standards of Learning Curriculum Framework* and received feedback from the national organization State Coordinators for English Language Arts (SCELA); and
- Received feedback from the Office of Student Assessment and School Improvement.

Summary of Important Issues:
The Virginia Department of Education has developed the attached draft of the Proposed Revised 2017 *English Standards of Learning Curriculum Framework* (Attachment A).

The 2017 *English Standards of Learning* were the first standards to be revised using the guidelines of the Profile of a Virginia Graduate. The Profile, developed by the Board of Education, describes knowledge, skills, competencies, and experiences students should attain during their K-12 education to make them "life-ready." The Profile is comprised of four overlapping areas considered to be essential for success beyond high school: content knowledge; workplace skills; community engagement and civic responsibility; career exploration. The goals of the *English Standards of Learning*, teaching students to read, write, research and communicate, align with the four components of the Profile of a Virginia Graduate and include the foundational skills of critical thinking, creative thinking, collaboration, communication, and citizenship. Students should be prepared to participate in society as literate citizens, equipped with the ability to think analytically, solve problems, communicate effectively, and collaborate with diverse groups in their communities, in the workplace, and in postsecondary education. Although the strands are developed separately, they are expected to be seamlessly integrated in the classroom. Without a required reading list for English, school divisions have always had the flexibility to design their local curricula to best meet the needs of their students including the exploration of career paths and using technical texts. Through the rigorous application of the English Standards of Learning, students become critical thinkers, effective contributors, and global citizens.

Summary of the changes Proposed Revised 2017*English Standards of Learning Curriculum Framework*
The major elements of the attached proposed revised Curriculum Framework for the *2017 English Standards of Learning* include:

- Edits to enhance clarity, specificity, rigor, and alignments of skills and content;
- Revisions to align with the 2017 *English Standards of Learning*;
- Emphasis on the K-12 vertical alignment of the strands of Communication and Multimodal Literacies; Reading; Writing; and Research;
- Reorganization of the early literacy skills formerly under an Oral Language strand to the Reading strand ensuring that students receive the strong foundation of phonological and phonemic awareness to become fluent readers;
- Creation of a Communication strand in K-3 focusing on the necessary skills to express needs, ask questions, work collaboratively, and present information;
- Creation of a Research strand in K-3. At the primary level, students will begin to conduct research and use available resources to answer questions, solve problems, and organize information;
- Deletion of first column, which provided some redundant information and definitions;
- Creation of Teacher Notes prior to the beginning of each strand reflecting current academic research and best instructional practices;
- Introduction of reflective writing in grades 6-12;
- Expansion of skills for collaboration, consensus-building, team-building, and working

toward common goals;

- Expansion of requirements for nonfiction/informational/technical reading in grades 4-12;
- Emphasis on ethical use of the Internet when gathering and using information**;**
- Introduction of a focus on a mode or modes of writing at each grade level, increasing in complexity and rigor as students progress through K-12; and
- Edits to enhance clarity, specificity, rigor, alignment of skills and content, and a reflection of the current academic research and practice.

There were 88 public comments received on the Proposed Revised 2017 *English Standards of Learning Curriculum Framework.* Forty-three comments were received in the public mailbox, and 45 others were received as a result of the face-to-face presentations. Two of the comments received in the public mailbox were spam. Of the 88 comments received, 42 were simply complimentary noting positive reactions to the changes. Educators were very excited about the new format and the inclusion of Teacher Notes. Specific changes made to the Proposed Revised 2017 *English Standards of Learning Curriculum Framework* include:

- K.5 - the term environmental print replaced common signs, logos, and labels.
- Grades 2-5 Teacher Notes - further explanation was made to clarify using theme in fiction and main idea in nonfiction.
- Grades 4-5- Teacher Notes - additional information about providing student choice in writing was added.
- Grades 6-8 - types of camera angles were deleted.
- Grades 6-8 –statement of intent was deleted from essential knowledge, skills, and processes.
- Some specific grammar/usage examples were removed to be consistent with the rest of the document.
- Some clarifying wording changes were made.

The attached draft of the Proposed Revised 2017 *English Standards of Learning Curriculum Framework* includes revisions since first review in response to public comment, as listed.

- Edits to provide consistency and parallelism in language
- Edits to improve the progression of English skills for a stronger K-12 alignment
- All edits found in the proposed revised drafts have been tracked using the following system:
- a single underline (sample) indicates content added to the 2010 English Curriculum Framework;
- a single strikethrough (~~sample~~) indicates content deleted from the 2010 English Curriculum Framework;
- a double underline (sample) indicates content added to the subsequent to first review; and
- a double strikethrough (~~sample~~) indicates content deleted subsequent to first review.

Impact on Fiscal and Human Resources:
The Department of Education administers the state standards review process. The agency's existing resources can absorb this responsibility at this time.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education approve the proposed revised Curriculum Framework for the 2017 *English Standards of Learning* for final review.

Rationale for Action: The *Code of Virginia* requires the review and revisions of the Standards of Learning in each subject area every seven years. Action by the Virginia Board of Education allows the Virginia Department of Education to provide school divisions with the revised Curriculum Framework for the 2017 *English Standards of Learning*.

Attachment A

2017

ENGLISH
Standards of Learning
CURRICULUM FRAMEWORK

Board of Education, Commonwealth of 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~~ 2017
Introduction

The ~~2010~~ **2017** *English Standards of Learning* Curriculum Framework is a companion document to the ~~2010~~ **2017** *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 **is not meant to be an entire curriculum, but rather to** provide additional guidance to school divisions and their teachers as they develop **their local program of studies** ~~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. **The concepts, skills, and content in English Language Arts spiral. Teachers should note each grade level builds skills that carry to the following grades. Each grade level within the English Curriculum Framework builds from kindergarten through grade 12 creating a comprehensive instructional tool, which prepares students for success in the postsecondary education and the workplace. Teachers should review the Curriculum Framework for the scope of learning in each of the strands in previous grades and in the grades to follow.**

~~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~~ **two** columns: ~~Understanding the Standard;~~ Essential Understandings; and Essential Knowledge, Skills and Processes. The purpose of each column is explained below.

~~*Understanding the Standard*~~ **Overview of Standard and Teacher Notes**

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 **best practices, instructional strategies, and** suggestions ~~and resources~~ that will help teachers plan lessons focusing **on integrating** ~~on~~ the standard**(s). The Teacher Notes are found at the beginning of each strand in the English Curriculum Framework.**

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~~ Standards ~~is~~ **are** 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 Essential Knowledge, Skills, and Processes is not a one-to-one match of the Standards. If the standard is self-explanatory, there will be no additional explanation in this column. For example the nonfiction reading strand requires students to identify the main idea; there is not a corresponding entry in the EKSP column explaining how to identify a main idea.**

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.

2017

ENGLISH
Standards of Learning CURRICULUM FRAMEWORK

Board of Education, Commonwealth of Virginia

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 phonological awareness, which is essential for success in 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, **and how to work respectfully with others**. ~~They will also learn how to formulate basic investigative questions.~~ **Teachers will encourage the development of interpersonal skills that are foundational to effective communication and collaboration. These skills are essential for success in future postsecondary education and the workplace.**

Teacher Notes:

- **Teachers should provide daily opportunities for student communication and participation in oral language activities in a variety of settings.**
- **Multimodal is the strategic use of two or more interdependent modes of communication where both modes are essential to convey the intended message. For example: graphics, written language, moving images, music, audio, presentation technologies, movement, etc.**

K.1 The student will build oral communication skills.
a) Listen actively and speak using agreed-upon rules for discussion.
b) Express ideas in complete sentences and express needs through direct requests.
c) Initiate conversations.
d) Follow implicit rules for conversation, including taking turns and staying on topic.
e) Listen and speak in informal conversations with peers and adults.
f) Discuss various texts and topics collaboratively and with partners.
g) Use voice level, phrasing, and intonation appropriate for various language situations.
h) Follow one- and two-step directions.
i) Ask how and why questions to seek help, get information, or clarify information.
j) Work respectfully with others.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand that communication-includes **expressing needs, asking questions, and sharing information.** ~~oral language entertains and communicates information.~~ • understand that conversation is interactive. • understand that the setting influences rules for communication.	**To be successful with this standard, students are expected to** • speak audibly in complete sentences, expressing thoughts, feelings and ideas clearly. • participate in a range of collaborative discussions building on others' ideas and clearly expressing thoughts and opinions. • initiate conversations with peers and teachers in a variety of school settings. • listen actively to others in a variety of formal and informal settings involving peers and adults. • wait for a turn to speak, allowing others to speak without unnecessary interruptions. • maintain conversation on topic through multiple exchanges. • match language to the purpose, situation, environment, and audience. • repeat and follow one- and two-step oral directions. • ~~listen to texts read aloud and ask and answer questions for further understanding.~~ • ~~participate in choral and echo speaking and 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~~

K.1 The student will build oral communication skills.
a) Listen actively and speak using agreed-upon rules for discussion.
b) Express ideas in complete sentences and express needs through direct requests.
c) Initiate conversations.
d) Follow implicit rules for conversation, including taking turns and staying on topic.
e) Listen and speak in informal conversations with peers and adults.
f) Discuss various texts and topics collaboratively and with partners.
g) Use voice level, phrasing, and intonation appropriate for various language situations.
h) Follow one- and two-step directions.
i) Ask how and why questions to seek help, get information, or clarify information.
j) Work respectfully with others.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	~~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.2 The student will demonstrate growth in oral, early literacy skills.
a) Listen and respond to a variety of text and media.
b) Participate in a variety of oral language activities including choral and echo speaking and recitation.
c) Tell stories orally.
d) Participate in creative dramatics.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • **understand that choral and echo speaking builds oral literacy skills.** • **understand that telling oral stories and participating in creative dramatics develops comprehension.**	**To be successful with this standard, students are expected to** • listen to texts read aloud and ask and answer questions for further understanding. • participate in choral and echo speaking and 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.~~

~~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.~~

The kindergarten student will be immersed in a text -rich environment to develop phonological awareness, phonemic awareness, vocabulary, comprehension, and an appreciation for reading. The exposure to fiction and nonfiction texts will enable students to develop an awareness of reading materials as sources of information and enjoyment. Students will learn to identify and name the capital and lowercase letters of the alphabet, understand that letters represent sounds, and identify initial and final consonant sounds in one syllable words The kindergarten student will expand both listening and speaking vocabularies. They will also learn to comprehend and think creatively as they relate stories through drama, retelling, drawing, and their own writing. Teachers will encourage the development of reading skills that are foundational to effective comprehension and critical thinking. These skills are essential for success in future postsecondary education and the workplace.

Teacher Notes:

- **Teachers should teach 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.**
- **Please note there is not a specific list or number of sight words students must learn. In order to build a personal word bank, students will develop the ability to read their own names and common high-frequency words in context.**
- **Teachers need to read texts aloud to model language and introduce students to new words, expand working vocabularies, and improve comprehension.**
- **Please note although the strands are developed separately, teachers should seamlessly integrate all strands.**
    - **Thematic units are one approach.**
    - **Teachers should have students write about what they have read.**

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.
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) Blend and segment one-syllable words into phonemes including onset and rime.
e) Identify words according to shared beginning and/or ending sounds.
f) Blend sounds to make one-syllable words.
g) Segment one-syllable words into individual phonemes.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
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.~~ • ~~demonstrate the concept of word by segmenting spoken sentences into individual words.~~ • segment a word into individual syllables **using strategies including but not limited to** clapping hands or snapping fingers. • **identify and** 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, familiar nursery rhyme, or predictable text. • ~~supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines.~~ • blend and segment onsets 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/*). • **blend individual phonemes to make one-syllable words (e.g., /sh/-/i/-/p/= ship).**

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.
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) Blend and segment one-syllable words into phonemes including onset and rime.
e) Identify words according to shared beginning and/or ending sounds.
f) Blend sounds to make one-syllable words.
g) Segment one-syllable words into individual phonemes.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• **segment one-syllable words into individual phonemes (e.g., rat= /r/-/a/-/t/).** • ~~recognize that a word can be segmented into individual speech sound units.~~ • ~~recognize how phonemes sound when spoken in isolation~~. • recognize similarities and differences in beginning and ending sounds of words. • ~~determine the order of speech sounds in a given word by answering the following questions:~~ ~~○ What is the beginning sound you hear?~~ ~~○ What is the ending sound you hear?~~ • **produce a word that has the same beginning or ending sound as a spoken word (e.g., */sock/- /sun/* and */hot/- /rat/*).** • **identify pictures of objects whose names share the same beginning or ending sound.** • **sort pictures or objects whose names share the same beginning or ending sound.** • ~~blend three spoken phonemes to make words (e.g., 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 units (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~~

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness. **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) Blend and segment one-syllable words into phonemes including onset and rime.** **e) Identify words according to shared beginning and/or ending sounds.** **f) Blend sounds to make one-syllable words.** **g) Segment one-syllable words into individual phonemes.**	
ESSENTIAL UNDERSTANDINGS	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**
	~~in the place of */c/* she asks them to say */b/*, and the student responds with *bat*).~~ .

K.4 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.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
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.5 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 commonly used high-frequency words.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand that print conveys meaning. • **recognize own writing as a form of print.**	**To be successful with this standard, students are expected to** • ~~apply knowledge that print conveys meaning.~~ • recognize and identify **a variety of environmental print** ~~common signs, logos, and labels.~~ • ~~explain that printed material provides information.~~ • ~~read and explain their own drawings and writings.~~ • ~~locate commonly used words and phrases in familiar text~~. • recognize **and read** a selection of high-frequency and sight words **from familiar text** ~~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.

K.6 The student will develop an understanding of basic phonetic principles.
a) Identify and name the capital 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 initial consonant sounds in one-syllable words.
e) Identify final consonant sounds in one-syllable words.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
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~~ **capital** and lowercase letters in sequence and in random order. • match ~~uppercase~~ **capital** and lowercase letter pairs. • **differentiate between vowels and consonants** • produce the ~~usual~~ sounds of 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~~)~~ **or digraph** 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 (e.g., */t/* is the first sound in *top*). • 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~~. • ~~segment onsets and rimes and begin to blend to form the words.~~

K.7 The student will expand vocabulary and use of word meanings.
a) Discuss meanings of words.
b) Increase vocabulary by listening to a variety of texts read aloud.
c) Use vocabulary from other content areas.
d) Ask about words not understood.
e) Use number words.
f) Use nouns to identify and name people, places, and things.
g) Use adjectives to describe location, size, color, and shape.
h) Use verbs to identify actions.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand that vocabulary is made up of words and that words have meaning. • 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** • discuss meanings of specific words ~~including~~ **using** synonyms and antonyms **(e.g., This giraffe is *tall*. He can eat leaves on a tree. If he were *short*, he couldn't reach his food.)** ~~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. • ~~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~~

K.7 The student will expand vocabulary and use of word meanings.
a) Discuss meanings of words.
b) Increase vocabulary by listening to a variety of texts read aloud.
c) Use vocabulary from other content areas.
d) Ask about words not understood.
e) Use number words.
f) Use nouns to identify and name people, places, and things.
g) Use adjectives to describe location, size, color, and shape.
h) Use verbs to identify actions.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	~~activities and teacher-directed instruction.~~ • use words to show direction and location (e.g., *on*, *off*, *in*, *out*, *over*, *under*, *between*, and *beside*). • recognize when they do not understand a word or phrase and seek clarification.~~ by asking a peer or an adult.~~ • ~~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.~~ • ~~use vocabulary from content areas during partner or group activities and during teacher-directed instruction.~~

K.8 The student will demonstrate comprehension of fictional texts.
a) Identify the role of an author and an illustrator.
b) Relate previous experiences to what is read.
c) Use pictures to make predictions.
d) Ask and answer questions about what is read.
e) Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand that fictional texts tell a story. • understand that authors tell stories through words and illustrators tell stories with pictures.	**To be successful with this standard, students are expected to** • identify **and explain** the roles of the author and the illustrator of selected texts. • make ongoing predictions based on illustrations and 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 **using the characters, settings**, ~~arranging the~~ **and** events in the correct sequence **from beginning to end.** ~~(beginning, middle, and end).~~ • use words to sequence events (e.g., *before*, *after*, and *next*). • **demonstrate comprehension of text through** ~~produce artwork~~ **drawings** 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.9 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.
c) Ask and answer questions about what is read.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand that nonfictional texts provide information. • **understand text features serve a purpose.**	**To be successful with this standard, students are expected to** • make ongoing predictions based on graphics and 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 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 **capital** and lowercase letters of the alphabet as well as their first and last names. Kindergarten writing reflects the students' oral language, **and students will communicate their ideas through pictures and writing. Teachers will encourage the development of writing skills that are foundational to effective written communication and critical thinking. These skills are necessary for success in future postsecondary and workplace environments.** ~~Students will communicate their ideas through drawings, scribbles, letter strings, letter approximations, and dictation to adults.~~

Teacher notes:

- **Teachers should model the writing process for students.**
- **The focus of writing in kindergarten is narrative and descriptive.**
- **Teachers should model real-world writing experiences.**
- **Teachers should encourage students to write about what they know and what they experience.**

K.10 The student will print in manuscript.
a) Print capital and lowercase letters of the alphabet independently.
b) Print his/her first and last names.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
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-~~ **capital** and lower-case letters of the alphabet legibly and independently. • use manuscript letter formation. • use manuscript number formation. • form the letters of and space their first and last names. • ~~write their first and last names for a variety of purposes.~~ • **print first and last names beginning each with a capital letter.** • ~~capitalize the first word in a sentence and the pronoun *I*.~~

K.11 The student will write in a variety of forms to include narrative and descriptive.
a) Differentiate pictures from writing.
b) Use prewriting activities to generate ideas including drawing pictures.
c) Use letters to phonetically spell words that describe pictures or experiences.
d) Write left to right and top to bottom.
e) Compose simple sentences.
f) Begin each sentence with a capital letter and use ending punctuation.
g) Share writing with others.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand that their writing serves a variety of purposes. • **understand that writing communicates thoughts and ideas.**	**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).~~ **including narrative stories to describe experiences.** • write on assigned and/or self-selected topics. • ~~use writing, dictation, and drawing to compose informative/explanatory texts that introduce a topic (what they are writing about), state an opinion or some facts and provide some information (e.g., My favorite book is …).~~ • use writing, dictation, and drawing to ~~narrate an event~~ ~~or~~ **tell a story.** • **write to describe a person, place, or thing.** • 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. • **capitalize the first word in a sentence and the pronoun *I*.** • write left to right and top to bottom.

The student will be introduced to the research process by asking investigative questions, which will be used to solve problems. Research in kindergarten prepares students for more formalized research in subsequent grades.

Teacher Notes:

- **Teachers should have students collaborate in whole or small groups to generate topics, ask questions, and find information.**
- **Please note kindergarten students are not expected to complete research products.**

K.12 The student will conduct research to answer questions or solve problems using available resources.
a) Generate topics of interest.
b) Generate questions to gather information.
c) Identify pictures, texts, or people as sources of information.
d) Find information from provided sources.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~understand that technology provides a way to interact with print.~~ • **understand that research can be used to answer questions or solve problems.** • **understand that many different sources, including people, can help provide information.**	**To be successful with this standard, students are expected to** • ~~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.~~ • **generate ideas for topics based on interest or content areas (e.g., favorite animals, community helpers, life cycles etc.)** • **work collaboratively to generate questions to gather information.** • **identify pictures, various texts, media, and people that can be used as sources of information.** • **use provided sources to answer questions or solve problems.**

2017

ENGLISH
Standards of Learning
CURRICULUM FRAMEWORK

Board of Education, Commonwealth of Virginia

At the first-grade level, students will **further develop their understanding of language and enhance their ability to communicate effectively**. **The student will use listening and speaking skills to participate in classroom discussions and work respectfully with others.** 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.~~ **Students will build and use listening and speaking vocabularies to tell and retell stories and participate in choral speaking, recitation, and creative dramatics.**

Teacher Notes:

- **Teachers should provide daily opportunities for student communication and participation in oral language activities in a variety of settings.**
- **Multimodal is the strategic use of two or more interdependent modes of communication where both modes are essential to convey the intended message. For example: graphics, written language, moving images, music, audio, presentation technologies, movement, etc.**

1.1 The student will develop oral communication skills.
a) Listen actively and speak using agreed-upon rules for discussion.
b) Initiate conversation with peers and adults.
c) Adapt or change oral language to fit the situation.
d) Use appropriate voice level, phrasing, and intonation.
e) Participate in collaborative and partner discussions about various texts and topics.
f) Follow rules for conversation using appropriate voice level in small-group settings.
g) Ask and respond to questions to seek help, get information, or clarify information.
h) Restate and follow simple two-step oral directions.
i) Give simple two-step oral directions.
j) Express ideas orally in complete sentences.
k) Work respectfully with others.
l) Increase listening and speaking vocabularies.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • **understand that communication includes expressing needs, asking questions, and sharing information.** • understand that the setting influences the rules for communication. • understand that information can be gained by asking and answering relevant questions about a specific topic. • **understand that specific word choice makes communication clearer.**	**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 **thoughts and opinions** ~~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. • use voice level and intonation appropriate for 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.~~ • **give and** 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.

1.1 The student will develop oral communication skills.
a) Listen actively and speak using agreed-upon rules for discussion.
b) Initiate conversation with peers and adults.
c) Adapt or change oral language to fit the situation.
d) Use appropriate voice level, phrasing, and intonation.
e) Participate in collaborative and partner discussions about various texts and topics.
f) Follow rules for conversation using appropriate voice level in small-group settings.
g) Ask and respond to questions to seek help, get information, or clarify information.
h) Restate and follow simple two-step oral directions.
i) Give simple two-step oral directions.
j) Express ideas orally in complete sentences.
k) Work respectfully with others.
l) Increase listening and speaking vocabularies.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• ~~understand that oral language is used to communicate a variety of ideas for a variety of purposes.~~	• use ~~action words (~~verbs~~)~~, ~~including, but not limited to, *mark*, *circle*, *color*, and *draw*,~~ to give directions orally. • ~~produce~~ **speak in** complete sentences when appropriate to task and situation.

1.2 The student will demonstrate growth in oral early literacy skills.
a) Listen and respond to a variety of print and media materials.
b) Tell and retell stories and events in sequential order.
c) Participate in a variety of oral language activities, including choral speaking and recitation.
d) Participate in creative dramatics.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • **understand that choral and echo speaking build oral literacy skills.** • **understand that telling oral stories and participating in creative dramatics develops comprehension.** • ~~understand that specific word choice makes communication clearer.~~	**To be successful with this standard, students are expected to** • participate in a variety of oral language activities, such as: ◦ 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~~ **providing** 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 (e.g., choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated 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 and speak at appropriate times during lessons.~~ • participate in listening and speaking activities.

~~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.~~

The student will be immersed in a text-rich environment to develop phonological awareness, phonetic skills, vocabulary, comprehension and to use reading materials as sources of information and enjoyment. 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 and in context, using meaning clues, and employing language and sentence structure to read and substantially increase their sight-word vocabulary. The student will use a variety of strategies to read new words and will read familiar selections with fluency, accuracy, and expression. The student will continue to develop an understanding of fiction and nonfiction texts and respond to readings through group discussions and writing. The student will increase vocabulary and comprehension strategies through cross-content reading. Teachers will encourage the development of reading skills that are foundational to effective comprehension and critical thinking. These skills are essential for success in future postsecondary education and the workplace.

Teacher Notes:

- **These concepts and skills should be taught through systematic explicit direct instruction, individual and small-group activities, and time spent reading books and other print material.**
- **Teachers should provide opportunities for independent reading with options for student choice.**
- **Teachers need to read texts aloud to model language and expose students to new words, expand working vocabularies, and improve comprehension.**
- **Teachers should provide opportunities for students to apply strategies as they read and reread a variety of texts.**
- **Teachers should teach theme with fiction texts and main idea with nonfiction texts. Please note these terms are not interchangeable.**
- **Please note although the strands are developed separately, teachers should seamlessly integrate all strands.**
    - **Thematic units are one approach.**
    - **Teachers should have students write about what they have read.**

1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.

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 phonemes.
e) Add or delete phonemes to make new words.
f) Blend and segment multisyllabic words at the syllable level.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand that spoken words are made up of units of speech sounds within words, which can be 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).~~ • orally produce words that rhyme ~~with an audible guide word~~. by changing the initial phoneme (sip-ship, heart-part) • count phonemes in one-syllable words. • blend separately spoken phonemes to make one-syllable words. • segment words by producing each phoneme. • determine whether the medial vowel sound is the same or different in a set of one-syllable words. • sort picture cards by ~~beginning,~~ **initial**, medial, and **final** ~~ending~~ phonemes. • remove 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 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.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • **understand that all print in English follows similar patterns.** • 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 concept of 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, 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~~ • **recognize that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point.** • ~~read their own writing~~.

1.5 The student will apply phonetic principles to read and spell.
a) Use initial and final consonants to decode and spell one- syllable words.
b) Use two-letter consonant blends to decode and spell one-syllable words.
c) Use consonant digraphs to decode and spell one-syllable words.
d) Use short vowel sounds to decode and spell one-syllable words.
e) Blend initial, medial, and final 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.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand that knowledge of phonetic principles can be applied to read and spell words.	**To be successful with this standard, students are expected to** • apply knowledge of letter sounds in single-syllable words by: ° recognizing ~~beginning~~ **initial**, medial, and ~~ending~~ **final** phonemes; ° segmenting the phonemes in a word into their complete sequence of individual phonemes (e.g., top: /t/-/o/-/p/, jump: /j/-/u/-/m/-/p/); and ° blending phonemes to decode or spell a word. • accurately decode ~~unknown~~ unfamiliar, orthographically regular, single-syllable words and nonsense words (e.g., *sit*, *zot*), using letter-sound mappings to sound them out. • **differentiate between vowels and consonants** • apply knowledge of word patterns to decode unfamiliar words by recognizing word patterns (e.g., CVC) using onsets and rimes to create, read, and spell new words that include blends (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 **with a short vowel sound.** • use the consonant-vowel patterns CVVC and CVCE to decode and spell some single-syllable words **with a long vowel sound.** • use knowledge that every syllable has a vowel sound to help determine if a word has one or two syllables.

1.5 The student will apply phonetic principles to read and spell.
a) Use initial and final consonants to decode and spell one- syllable words.
b) Use two-letter consonant blends to decode and spell one-syllable words.
c) Use consonant digraphs to decode and spell one-syllable words.
d) Use short vowel sounds to decode and spell one-syllable words.
e) Blend initial, medial, and final 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.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• ~~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.

1.6 The student will use semantic clues and syntax for support 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) Reread and self-correct.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand that they will use a variety of strategies to read unfamiliar words **and confirm meaning.**	**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 titles, ~~and~~ pictures, **and information in the story** to make predictions about ~~text~~**. vocabulary** • use pictures and/or rereading to confirm vocabulary choice. • ~~use information in the story to make predictions about vocabulary and text.~~ • notice when words or sentences do not make sense in context. • use intonation, pauses, and emphases that signal the structure of the sentence when reading aloud. • use punctuation clues, including period, question mark, exclamation point, commas, and quotation marks, to guide their comprehension. • ~~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 expand vocabulary and use of word meanings.
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.
f) Use singular and plural nouns.
g) Use adjectives to describe nouns.
h) Use verbs to identify actions.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
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. • **understand and discuss the meanings of new words as presented in context.** • ~~understand that nouns can have quantifiable attributes (singular or plural).~~	**To be successful with this standard, students are expected to** • 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. • ~~learn and use new words encountered in discussions and in books that the teacher reads aloud~~. • ask for meanings and clarification of unfamiliar words and ideas. • ~~use common singular and plural nouns 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.~~

1.7 The student will expand vocabulary and use of word meanings.
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.
f) Use singular and plural nouns.
g) Use adjectives to describe nouns.
h) Use verbs to identify actions.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• ~~use vocabulary from other content areas.~~

1.8 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.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
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.

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 in a sequential order.
h) Identify theme.
i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand that they should use a variety of strategies to assist with comprehension **of fictional 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** • preview reading material by looking at the book's cover, **title**, and illustrations ~~and by reading titles and headings.~~ • set a purpose for reading by looking at the illustrations, activating prior knowledge, and predicting the outcome of the selection. • ~~identify who is telling the story at various points in a text.~~ • use knowledge from their own experience to make sense of and talk about a text. • ~~draw on prior knowledge to 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.~~ • 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.~~ • ~~demonstrate comprehension by~~ retell~~ing~~ stories ~~and events orally or in writing,~~ using **the characters, settings, and events in correct sequence from** beginning~~, middle, and~~ **to** end**.** ~~structure, and demonstrating comprehension of the central message or lesson.~~ • **demonstrate comprehension by writing about what is read.** • identify the **overall theme** ~~main idea or theme~~ of a ~~short~~ fiction selection**.(example- friendship, family,**

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 in a sequential order.
h) Identify theme.
i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	working hard) • ~~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 aloud~~. • use expression ~~and intonation~~ to convey meaning when reading aloud ~~(prosody).~~ • reread as necessary to confirm and self-correct word recognition and understanding. • practice reading and rereading **texts** ~~familiar stories, poems, and passages~~ at their independent reading level ~~to develop fluency, accuracy, and meaningful expression.~~

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 texts with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • **understand that nonfictional texts provide information.** • **understand text features serve a purpose.** • 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 **and set a purpose** by looking at the book's cover and ~~illustrations or other~~ graphics and by reading titles and headings. • ~~set a purpose for reading by looking at the illustrations or other graphics, activating prior knowledge, and predicting the outcome of the selection~~. • ~~identify text features (e.g., illustrations, photographs, headings, charts and captions).~~ • **identify and** 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. • identify the main idea and key details ~~of a short nonfiction selection.~~

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 texts with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• ~~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.~~

At the first-grade level, reading and writing will develop together. Students will be given daily opportunities to write and read their writing. **The student will write in a variety of forms to communicate ideas.** 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, they will also begin to revise and edit selected pieces of their writing for a specific audience. **Teachers will encourage the development of writing skills that are foundational to effective written communication and critical thinking. These skills are necessary for success in future postsecondary and workplace environments.**

Teacher notes:

- **Teachers should model the writing process for students.**
- **Teachers should refer to examples of writing in mentor texts.**
- **The focus of writing in first grade is narrative, descriptive, and opinion.**
- **Teachers should provide opportunities for students to express opinions with a reason both orally and in writing.**

1.11 The student will print legibly in manuscript. **a) Form letters accurately.** **b) Space words within sentences.**	
ESSENTIAL UNDERSTANDINGS	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**
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 letter formation. • print all ~~upper~~ **capital** and lowercase letters **in sequence and in random order** • **print first and last names beginning each with a capital letter.** • use manuscript number formation. • ~~space words in sentences.~~ • ~~apply the alphabetic principle while writing unfamiliar words~~.

1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.
a) Identify audience and purpose.
b) Use prewriting activities to generate ideas.
c) Focus on one topic.
d) Organize writing to suit purpose.
e) Revise by adding descriptive words when writing about people, place, things, and events.
f) Write to express an opinion and give a reason.
g) Use letters to phonetically spell words.
h) Share writing with others.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand that writers communicate ideas for a variety of purposes. • understand that writers plan, write, **revise,** and share their writing with others. • **understand sound-symbol correspondence is used to write unfamiliar words.**	**To be successful with this standard, students are expected to** • use previous experiences to generate ideas. • **identify the intended audience and purpose for writing (e.g., letters, stories, journals, etc.)** • participate in teacher-directed brainstorming activities to generate ideas. • participate in shared ~~research and~~ writing projects • ~~participate in teacher-directed~~ **use** prewriting strategies, ~~such as~~ **including but not limited to:** webbing, clustering, ~~and~~ **brainstorming**, **and** semantic mapping, to organize ideas and information • ~~write informative/explanatory texts that introduce a topic, state an opinion or some facts, and provide a concluding sentence~~. • **write to express an opinion with supporting reason(s).** • write narrative**s** ~~pieces~~ that include at least two sequenced events, with ~~some~~ details, and **a** conclusion. • **write to describe a person, place, or thing using adjectives.** • revise **writing** ~~their written pieces~~ ~~by adding~~ **with additional** 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.~~

1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.
a) Identify audience and purpose.
b) Use prewriting activities to generate ideas.
c) Focus on one topic.
d) Organize writing to suit purpose.
e) Revise by adding descriptive words when writing about people, place, things, and events.
f) Write to express an opinion and give a reason.
g) Use letters to phonetically spell words.
h) Share writing with others.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• ~~in final copies, use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates.~~ • ~~capitalize days of the week and months of the year.~~ • ~~capitalize names of people.~~ • ~~spell commonly used sight words and phonetically regular words correctly in final copies.~~ • apply the alphabetic principle when writing words. • ~~use print resources in the classroom in order to spell words.~~ • ~~use familiar writing forms, including lists, letters, stories, reports, messages, and poems.~~ • ~~distinguish draft writing from final-product writing.~~ • share ~~their~~ writing with others.

1.13 The student will edit writing for capitalization, punctuation, and spelling.
a) Use complete sentences.
b) Begin each sentence with a capital letter and use ending punctuation.
c) Use correct spelling for commonly used sight words and phonetically regular words.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~understand that technology provides a way to interact with print.~~ • ~~understand that reading and writing skills can be adapted for use with available technology.~~ • **understand the difference between revision and editing.** • **understand that editing writing helps others to read and understand what is written.**	**To be successful with this standard, students are expected to** • **use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates.** • **capitalize the pronoun *I*.** • **capitalize days of the week and months of the year.** • **capitalize names of people.** • **spell commonly used sight words and phonetically regular words correctly.** • **use resources in the classroom in order to spell words.** • use ~~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.

The student will continue to research to answer questions and solve problems by using available resources. Teachers will encourage the development of research skills that are foundational to effective critical thinking and responsible use of information. These skills are necessary for success in future postsecondary education and workplace environments.

Teacher Notes:

- **Teachers should have students collaborate in whole or small groups to generate topics, ask questions, and find and record information.**
- **Please note first grade students are not expected to complete research products.**

1.14 The student will conduct research to answer questions or solve problems using available resources.
a) Generate topics of interest.
b) Generate questions to gather information.
c) Identify pictures, texts, or people as sources of information.
d) Find information from provided sources.
e) Record information.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand that research can be used to answer questions or solve problems. • understand that many different sources, including people, can help provide information.	**To be successful with this standard, students are expected to** • generate ideas for topics based on interest or content areas (e.g., favorite animals, life cycles, community helpers, etc.) • work collaboratively to generate questions to gather information. • identify if pictures, various texts, media, or people can be used as sources of information. • use provided sources to answer questions or solve problems. • use templates (e.g., graphic organizers, charts, graphs, etc) to organize information.

2017

ENGLISH
Standards of Learning
CURRICULUM FRAMEWORK

Board of Education, Commonwealth of Virginia

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.~~ **The student will use listening and speaking skills to participate in classroom discussions, work respectfully with others, and develop simple presentations using multimodal tools. Students will create oral stories and participate in choral speaking, recitation, and creative dramatics. Students will take turns in different roles during collaborative activities. Teachers will encourage the development of interpersonal skills that are foundational to effective communication and collaboration. These skills are essential for success in future postsecondary education and the workplace.**

Teacher Notes:

- **Teachers should provide daily opportunities for student communication and collaboration in a variety of settings.**
- **Teachers should provide opportunities for students to create multimodal presentations independently or collaboratively.**
- **Multimodal is the strategic use of two or more interdependent modes of communication where both modes are essential to convey the intended message. For example: graphics, written language, moving images, music, audio, presentation technologies, movement, etc.**

2.1 The student will use oral communication skills.
a) Listen actively and speak using appropriate discussion rules.
b) Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.
c) Speak audibly with appropriate voice level, phrasing, and intonation.
d) Share information orally with appropriate facts and relevant details.
e) Use increasingly complex sentence structures in oral communication.
f) Begin to self-correct errors in language use.
g) Participate as a contributor and leader in collaborative and partner discussions.
h) Ask and answer questions to seek help, get information, or clarify information.
i) Retell information shared by others.
j) Restate and follow multi-step directions.
k) Give multi-step directions.
l) Work respectfully with others and show value for individual contributions.
m) Create a simple presentation using multimodal tools.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
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 **by** building on others' ideas and clearly expressing **thoughts and opinions** ~~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.

2.1 The student will use oral communication skills.
a) Listen actively and speak using appropriate discussion rules.
b) Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.
c) Speak audibly with appropriate voice level, phrasing, and intonation.
d) Share information orally with appropriate facts and relevant details.
e) Use increasingly complex sentence structures in oral communication.
f) Begin to self-correct errors in language use.
g) Participate as a contributor and leader in collaborative and partner discussions.
h) Ask and answer questions to seek help, get information, or clarify information.
i) Retell information shared by others.
j) Restate and follow multi-step directions.
k) Give multi-step directions.
l) Work respectfully with others and show value for individual contributions.
m) Create a simple presentation using multimodal tools.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• express ideas clearly and in an organized manner. • ~~contribute information, ask questions, clarify, 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. • 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. • give and follow ~~three-step and four-step~~ **multi-step** directions. • ~~give three-step and four-step directions.~~ • ~~sequence three or four steps chronologically in oral directions.~~ • ~~use present, past, and future tenses appropriately.~~

2.1 The student will use oral communication skills.
a) Listen actively and speak using appropriate discussion rules.
b) Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.
c) Speak audibly with appropriate voice level, phrasing, and intonation.
d) Share information orally with appropriate facts and relevant details.
e) Use increasingly complex sentence structures in oral communication.
f) Begin to self-correct errors in language use.
g) Participate as a contributor and leader in collaborative and partner discussions.
h) Ask and answer questions to seek help, get information, or clarify information.
i) Retell information shared by others.
j) Restate and follow multi-step directions.
k) Give multi-step directions.
l) Work respectfully with others and show value for individual contributions.
m) Create a simple presentation using multimodal tools.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• ~~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 demonstrate an understanding of oral early literacy skills.
a) Create oral stories to share with others.
b) Create and participate in oral dramatic activities.
c) Participate in a variety of oral language activities, including choral speaking and recitation.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~participate in group activities by creating oral stories using complex sentences and appropriate verb tenses.~~ • ~~understand that specific vocabulary helps explain and clarify ideas.~~ • **understand that telling oral stories and participating in creative dramatics develop comprehension.** • **understand that choral and echo speaking build oral literacy skills.**	**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 telling oral stories** ~~while recounting or describing an event.~~ • dramatize familiar stories (e.g., plays, skits, reader's theater). • **participate in frequent oral language activities through choral speaking and the reciting of poems and stories with repeated patterns.** • ~~listen to and discuss a variety of texts.~~ • ~~use appropriate descriptive language to express ideas, opinions, and feelings.~~

~~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.~~

Developing literacy skills continues to be a priority in the second grade. The student will be immersed in an environment filled with fiction and nonfiction texts, which relate to all content areas and personal interests. The student will expand vocabulary, use a combination of strategies when reading, and read familiar selections with fluency, accuracy, and expression. Students will identify story elements including plot, characters, setting, theme, conflict, and resolution. The student will demonstrate comprehension skills by identifying main ideas, making and confirming predictions, questioning, summarizing, and drawing conclusions. Students will learn and apply comprehension strategies while reading cross-content materials. Teachers will encourage the development of reading skills that are foundational to effective comprehension and critical thinking. These skills are essential for success in future postsecondary education and the workplace.

Teacher Notes:

- **Teachers should provide opportunities for both independent and silent reading with options for student choice.**
- **Teachers should introduce students to longer, more complex texts.**
- **At this point, students should understand that plot is important events that occur in fiction. Theme can be defined as topical theme (friendship, family, working hard) or lesson in fiction. (lesson learned in The Ugly Duckling)**
- **Expansion of vocabulary comes through the use of authentic texts whether read aloud or independently.**
- **Teachers should teach theme as a literary term with fiction texts and main idea with nonfiction texts. Please note these terms are not interchangeable. However, identifying main idea in a paragraph or portion of text is an essential skill for comprehension ~~is a skill that is still essential in comprehending all texts.~~**
- **In teaching fiction, teachers should also note the introduction of story elements including plot, conflict, and resolution.**
- ~~**Teachers should have students write about what they have read.**~~
- **Please note although the strands are developed separately, teachers should seamlessly integrate all strands.**
    - **Thematic units are one approach.**
    - **Teachers should have students write about what they have read.**
-

2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.
a) Count phonemes within one-syllable words.
b) Blend sounds to make one-syllable words.
c) Segment one-syllable words into phonemes.
d) Add or delete phonemes to make words.
e) Blend and segment multisyllabic words at the syllable level.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
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/*, clap out 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 *celebrate* without *brate [cele]*). • manipulate sounds in words to form new or nonsense words.

2.4 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.
d) Apply decoding strategies to confirm or correct while reading.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
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** • 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 a variety of decoding strategies while reading to confirm or correct the pronunciation and use of words.** • ~~use phonetic strategies and context to self-correct for comprehension.~~ • ~~decode words with common prefixes and suffixes.~~

2.5 The student will use semantic clues and syntax to expand vocabulary when reading.
a) Use information and context clues in the story to read words.
b) Use knowledge of sentence structure to determine the meaning of unknown words.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand that ~~they will use~~ a variety of strategies can be used to read unfamiliar words. • **understand that specific vocabulary helps explain and clarify ideas.**	**To be successful with this standard, students are expected to** • use meaning clues to support decoding. • use surrounding words in a sentence to determine the meaning of a word. • 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 phonetic strategies, semantic clues, and syntax to reread and self-correct.~~ • ~~reread to clarify meaning.~~

2.6 The student will expand vocabulary and use of word meanings.
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 to and reading a variety of texts.
e) Use word-reference materials including dictionaries, glossaries and indices.
f) Use vocabulary from other content areas.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand that ~~their~~ knowledge of homophones, prefixes, suffixes, synonyms, and antonyms can ~~help them~~ **be used to** read unfamiliar words	**To be successful with this standard, students are expected to** • ~~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.~~ • use **the context of a sentence to apply** 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 **and/or suffix** is added to a known **root** word (e.g., tie/untie, fold/unfold, write/rewrite, call/recall). • supply synonyms and antonyms for a given word. • use knowledge of antonyms when reading (e.g., *hot/cold*, *fast/slow*, *first/last*).

2.6 The student will expand vocabulary and use of word meanings.
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 to and reading a variety of texts.
e) Use word-reference materials including dictionaries, glossaries and indices.
f) Use vocabulary from other content areas.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• use knowledge of synonyms when reading ~~(e.g., *small/little*, *happy/glad*).~~ • **use a thesaurus to expand synonym knowledge.** • demonstrate an understanding of what the apostrophe signifies in singular possessive words (~~e.g., *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). • use knowledge of the meaning of individual words to predict the meaning of compound words ~~(e.g., birdhouse, lighthouse, notebook).~~ • **alphabetize words to the second and third letter.** • use specific vocabulary from content area study ~~to express interests and knowledge (e.g., in discussions, by summarizing, through generating and answering questions).~~

2.7 The student will read and demonstrate comprehension of fictional texts.
a) Make and confirm predictions.
b) Connect previous experiences to new texts.
c) Ask and answer questions using the text for support.
d) Describe characters, setting, and plot events in fiction and poetry.
e) Identify the conflict and resolution.
f) Identify the theme.
g) Summarize stories and events with beginning, middle, and end in the correct sequence.
h) Draw conclusions based on the text.
i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~understand that comprehension requires making, confirming and revising predictions.~~ • **understand the elements of fiction: characters, setting, plot events** • understand ~~that they must attend to the~~ details **are important** ~~of the text in order~~ to comprehend **the text.**	**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~~ **details** from the text to ~~make~~ **confirm and revise** predictions **made** 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.

2.7 The student will read and demonstrate comprehension of fictional texts.
a) Make and confirm predictions.
b) Connect previous experiences to new texts.
c) Ask and answer questions using the text for support.
d) Describe characters, setting, and plot events in fiction and poetry.
e) Identify the conflict and resolution.
f) Identify the theme.
g) Summarize stories and events with beginning, middle, and end in the correct sequence.
h) Draw conclusions based on the text.
i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• describe a character's traits, feelings, and actions as presented in ~~a story or poem.~~ **fictional texts.** • ~~describe how characters in a story or poem respond to key events.~~ • describe the **characters,** settings**,** and important **plot** events **using details** ~~**from the** of a story~~ • identify the **main conflict and resolution** ~~problems and solutions~~ in ~~stories~~. **fictional texts.** • ~~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).~~ • determine the ~~main idea or~~ theme of ~~paragraphs or stories~~.**fictional texts (e.g., friendship, family, working hard).** ◦ thematic topic ◦ lesson learned • ~~begin to~~ use knowledge of transition words (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~~

2.7 The student will read and demonstrate comprehension of fictional texts.
a) Make and confirm predictions.
b) Connect previous experiences to new texts.
c) Ask and answer questions using the text for support.
d) Describe characters, setting, and plot events in fiction and poetry.
e) Identify the conflict and resolution.
f) Identify the theme.
g) Summarize stories and events with beginning, middle, and end in the correct sequence.
h) Draw conclusions based on the text.
i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• ~~describe the structure of a story (e.g., beginning introduces the story, ending concludes the action).~~ • **demonstrate comprehension by** writing responses to what they read ~~(e.g., response logs, write the story with a new ending).~~ • practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and **meaningful 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 nonfiction texts.
a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps.
b) Make and confirm predictions.
c) Use prior and background knowledge as context for new learning.
d) Set purpose for reading.
e) Ask and answer questions using the text as support.
f) Identify the main idea.
g) Draw conclusions based on the text.
h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • **understand texts provide information or explain a process.** • **understand text features serve a purpose.** • ~~demonstrate comprehension of nonfiction.~~ • understand that comprehension requires making, confirming and revising predictions. • understand that ~~they must attend to the~~ details **and information from** ~~of~~ the text ~~are important in order to comprehend.~~ **are used to draw conclusions.**	**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, **revise, and confirm** 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).~~ • ~~use information from a selection to confirm predictions (e.g., return to the text to locate information, support predictions and answer questions).~~ • use knowledge of sequence **to read and follow** ~~make predictions while reading functional text such as~~ recipes and other sets of directions ~~(e.g., *first*, *second*, *next*).~~

2.8 The student will read and demonstrate comprehension of nonfiction texts.
a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps.
b) Make and confirm predictions.
c) Use prior and background knowledge as context for new learning.
d) Set purpose for reading.
e) Ask and answer questions using the text as support.
f) Identify the main idea.
g) Draw conclusions based on the text.
h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• ~~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.~~ • determine the main idea **using details for support.** • ~~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 texts to answer questions (e.g., use text features to locate and answer questions - headings, subheadings, bold print, charts, tables of contents).~~ • begin to use knowledge of transition words (signal words) (e.g., *first*, *next*, and *soon*), to understand how information is organized. • ~~organize information, using graphic organizers.~~ • ~~write responses to what they read.~~ **demonstrate comprehension by writing about what is read.**

2.8 The student will read and demonstrate comprehension of nonfiction texts.
a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps.
b) Make and confirm predictions.
c) Use prior and background knowledge as context for new learning.
d) Set purpose for reading.
e) Ask and answer questions using the text as support.
f) Identify the main idea.
g) Draw conclusions based on the text.
h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• **use information from the text to draw conclusions.** • ~~reread as necessary to confirm and self-correct for word accuracy and comprehension.~~ • ~~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 will begin to make the transition to cursive handwriting. The student will understand writing as a process and will write in a variety of forms.** ~~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,~~ **Students will organize writing according to type and purpose and will elaborate to provide support and detail.** ~~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. **Teachers will encourage the development of writing skills that are foundational to effective written communication and critical thinking. These skills are necessary for success in future postsecondary and workplace environments.**

Teacher notes:

- **Teachers should model the writing process for students.**
- **Teachers should refer to examples of writing in mentor texts.**
- **The focus of writing in second grade is narrative, descriptive, opinion, and expository.**
- **Teachers will teach students to include facts in support of a main idea.**
- **Teachers should use student writing to teach editing skills.**
- **Teachers will provide opportunities for students to both orally and in writing express opinions with a reason.**

2.9 The student will maintain legible printing and begin to make the transition to cursive. **a) Begin to write capital and lowercase letters of the alphabet.** **b) Begin to sign his/her first and last names.**	
ESSENTIAL UNDERSTANDINGS	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**
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 legibly. • space words in sentences. • space sentences in writing. • learn basic strokes for cursive.

2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
a) Understand writing as a process.
b) Identify audience and purpose.
c) Use prewriting strategies to generate ideas before writing.
d) Use strategies for organization according to the type of writing.
e) Organize writing to include a beginning, middle, and end.
f) Write facts about a subject to support a main idea.
g) Write to express an opinion and provide a reason for support.
h) Expand writing to include descriptive detail.
i) Revise writing for clarity.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • **understand that writers use the writing process including planning, drafting, revising, editing, and publishing.** • understand that written communication should be well planned and clear to the reader.	**To be successful with this standard, students are expected to** • **identify the intended audience and purpose for writing (e.g., letters, stories, emails, journals, directions, etc.)** • 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~~ ~~using graphic organizers to plan their writing.~~ • ~~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~~ **develop writing by focusing** on **one** topic. • write complete sentences. • begin to compose, **organize, and format** paragraph(s). • use adjectives to elaborate and expand simple sentences.

2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
a) Understand writing as a process.
b) Identify audience and purpose.
c) Use prewriting strategies to generate ideas before writing.
d) Use strategies for organization according to the type of writing.
e) Organize writing to include a beginning, middle, and end.
f) Write facts about a subject to support a main idea.
g) Write to express an opinion and provide a reason for support.
h) Expand writing to include descriptive detail.
i) Revise writing for clarity.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• describe events, ideas, and personal stories with descriptive details. • use time-order words, such as *first*, *next*, *then*, and *last*, to sequence and 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~~ **staying** on topic, **and** ~~writing~~ **including** 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.~~

2.11 The student will edit writing for capitalization, punctuation, spelling and Standard English.
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 salutation and closing of a letter.
j) Use past and present verbs.
k) Use adjectives correctly.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
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 **with a** ~~(e.g.,~~ period, question mark, exclamation point~~)~~. • capitalize **the word *I*** , all proper nouns, and words at the beginning of sentences. • ~~capitalize the word *I*.~~ • ~~use singular and plural nouns and pronouns.~~ • use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, fish*). • use apostrophes 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 commonly used sight words, compound words, and regular plurals~~ ~~correctly.~~ • use commas in the salutation (e.g., *Dear Tyrell,*) and closing (e.g., (*Sincerely,*) of a letter. • ~~use verbs and adjectives correctly in sentences (e.g., The friendly *girls talk* loudly. The friendly *girl talks* loudly.).~~

The student will conduct research by generating topics of interest, asking questions, identifying sources, and finding and organizing information. Students will complete an oral, written, or visual research product collaboratively or individually. Teachers will encourage the development of research skills that are foundational to effective critical thinking and responsible use of information. These skills are necessary for success in future postsecondary education and workplace environments.

Teacher Notes:

- **Teachers should have students collaborate in whole or small groups during the research process.**
- **Teachers should teach students the difference between plagiarism and using their own words.**
- **Teachers should utilize librarian/media specialist's assistance in teaching the research process.**

2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.

a) Generate topics of interest.
b) Generate questions to gather information.
c) Identify pictures, texts, people, or media as sources of information.
d) Find information from provided sources.
e) Organize information in writing or a visual display.
f) Describe difference between plagiarism and using own words.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~use available technology for reading and writing.~~ • **understand that research can be used to answer questions or solve problems.** • **understand that various sources can help provide information.** • **understand the meaning of plagiarism and learn to use own words when researching.** ~~understand how to locate information in simple reference materials.~~	**To be successful with this standard, students are expected to** • ~~use available technology and media 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.~~ • **generate ideas for topics based on interest or content areas.** • **work collaboratively to generate questions to gather information.** • **identify pictures, various texts, media, or people that can be used as sources of information.** • **use provided sources to gather information, answer questions, or solve problems.** • **use templates or visual displays (e.g., graphic organizers, charts, graphs, etc) to organize information.** • **use own words to record information.**

2017

ENGLISH
Standards of Learning
CURRICULUM FRAMEWORK

Board of Education, Commonwealth of Virginia

~~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.~~

The student will use communication skills to participate in classroom discussions, work respectfully with others in a variety of situations, and develop presentations using multimodal tools. Students will develop specific skills for organizing, expressing, and presenting ideas or information. Teachers will encourage the development of interpersonal skills that are foundational to effective communication and collaboration. These skills are essential for success in future postsecondary education and the workplace.

Teacher Notes:

- **Please note student presentation skills may differ within classrooms.**
- **Teachers should provide opportunities for students to create multimodal presentations independently or collaboratively.**
- **Multimodal is the strategic use of two or more interdependent modes of communication where both modes are essential to convey the intended message. For example: graphics, written language, moving images, music, audio, presentation technologies, movement, etc.**

3.1 The student will use effective communication skills in a variety of settings.
a) Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.
b) Present accurate directions to individuals and small groups.
c) Ask and respond to questions from teachers and other group members.
d) Orally summarize information expressing ideas clearly.
e) Use language appropriate for context and audience.
f) Increase listening and speaking vocabularies.
g) Participate in collaborative discussions.
h) Work respectfully with others in pairs, diverse groups, and whole class settings.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • **understand the importance of effective communication.** • **understand the importance of working collaboratively.** • ~~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~~ **stating thoughts, opinions, and information** ~~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 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; and **working respectfully with others.** • ask and respond to questions to check for understanding ~~of information~~ **or to clarify information** presented ~~(e.g., stay on topic, link remarks to those of others).~~ • ~~use language appropriate for the context of the discussion.~~

3.1 The student will use effective communication skills in a variety of settings. **a) Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.** **b) Present accurate directions to individuals and small groups.** **c) Ask and respond to questions from teachers and other group members.** **d) Orally summarize information expressing ideas clearly.** **e) Use language appropriate for context and audience.** **f) Increase listening and speaking vocabularies.** **g) Participate in collaborative discussions.** **h) Work respectfully with others in pairs, diverse groups, and whole class settings.**	
ESSENTIAL UNDERSTANDINGS	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**
	• ~~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 give oral presentations.
a) Speak clearly using appropriate volume.
b) Speak at an understandable rate.
c) Make eye contact with the audience.
d) Organize ideas sequentially or around major points of information using appropriate facts and relevant details.
e) Use contextually appropriate language and specific vocabulary to communicate ideas.
f) Use multimodal tools to create presentations and enhance communication.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~organize information on a topic when presenting an oral report.~~ • ~~speak clearly at an understandable rate and volume.~~ • **understand the process of effectively organizing and presenting ideas and information.**	**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~~ **multimodal tools** ~~(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~~.

The student will read a variety of fiction and nonfiction texts, which relate to all content areas and personal interests. Students will continue to develop strategic reading skills, such as word analysis and construction of meaning from text. Students will continue to use comprehension strategies to compare and contrast story elements and differentiate between fiction and nonfiction. Teachers will encourage the development of reading skills that are foundational to effective comprehension and critical thinking. These skills are essential for success in future postsecondary education and the workplace.

Teacher Notes:

- **Teachers should provide increased opportunities for silent reading with options for student choice.**
- **Teachers should introduce students to longer and/or more complex texts both on grade level and above.**
- **Vocabulary words should be culled from student reading instead of using random lists and should not be taught in isolation.**
- **Teachers should teach theme as a literary term with fiction texts and main idea with nonfiction texts. Please note these terms are not interchangeable. However, identifying main idea in a paragraph or portion of text is an essential skill for comprehension.**
- **In teaching fiction, teachers should also note the introduction of story elements including narrator, plot, conflict, and resolution.**
- **Please note literary nonfiction is now included in the fiction standard.**
- **Please note although the strands are developed separately, teachers should seamlessly integrate all strands.**
    - **Thematic units are one approach.**
    - **Teachers should have students write about what they have read.**

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.**	
ESSENTIAL UNDERSTANDINGS	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**
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 regular and irregular vowel patterns to decode words. • apply knowledge of 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 to determine the meaning of new words.
c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.
d) Use context to clarify meaning of unfamiliar words.
e) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.
f) Use vocabulary from other content areas.
g) Use word-reference resources including the glossary, dictionary, and thesaurus.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • **understand that roots, affixes, synonyms, and antonyms can be used to determine the meaning of unfamiliar words.** • ~~use meaning clues, language structure, phonetic strategies, text structure, and surface features of text to read.~~ • ~~use~~ **understand that word** reference resources **can be used** to learn word meanings.	**To be successful with this standard, students are expected to** • use knowledge of homophones ~~(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 **root word** ~~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. • use context clues, such as a restatement, a 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 transition words of time sequence (e.g., *first, second, next, later, after*, and *finally*);~~ ~~using transition words of compare-contrast (e.g., *like, unlike, different, and same*); and~~ ~~using transition words of cause-effect (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 texts, literary nonfiction, and poetry.
a) Set a purpose for reading.
b) Make connections between reading selections.
c) Make, confirm, and revise predictions.
d) Compare and contrast settings, characters, and plot events.
e) Summarize plot events.
f) Identify the narrator of a story.
g) Ask and answer questions about what is read.
h) Draw conclusions using the text for support.
i) Identify the conflict and resolution.
j) Identify the theme.
k) Use reading strategies to monitor comprehension throughout the reading process.
l) Differentiate between fiction and nonfiction.
m) Read with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~develop a variety of comprehension strategies that can be applied to make meaning from fictional text and poetry~~. • ~~develop an increased~~ understand~~ing~~ ~~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 the text a reading selection;~~ ~~identifying details that support a stated main idea; and~~ ◦ ~~expressing a stated main idea in their own words.~~ • **identify literary nonfiction as a type of narrative text, which uses story elements and language to share accurate information about real people, places, and events, including but not limited to biography and autobiography.** • **use important plot events to summarize fictional text, literary nonfiction, and poetry.** • 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~~**, confirm, and revise** predictions by:

3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
a) Set a purpose for reading.
b) Make connections between reading selections.
c) Make, confirm, and revise predictions.
d) Compare and contrast settings, characters, and plot events.
e) Summarize plot events.
f) Identify the narrator of a story.
g) Ask and answer questions about what is read.
h) Draw conclusions using the text for support.
i) Identify the conflict and resolution.
j) Identify the theme.
k) Use reading strategies to monitor comprehension throughout the reading process.
l) Differentiate between fiction and nonfiction.
m) Read with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	~~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. • ~~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 lessons or morals of fairy tales, myths, folktales, legends, and fables from diverse cultures.~~ • apply knowledge of characterization by describing a character's attributes (traits, motivations or feelings); using evidence from the text to support generalizations about the character; comparing and contrasting characters within a selection or between/among two or more selections; and

3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
a) Set a purpose for reading.
b) Make connections between reading selections.
c) Make, confirm, and revise predictions.
d) Compare and contrast settings, characters, and plot events.
e) Summarize plot events.
f) Identify the narrator of a story.
g) Ask and answer questions about what is read.
h) Draw conclusions using the text for support.
i) Identify the conflict and resolution.
j) Identify the theme.
k) Use reading strategies to monitor comprehension throughout the reading process.
l) Differentiate between fiction and nonfiction.
m) Read with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	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 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. • ~~compare and contrast settings, characters, and events.~~ • **compare and contrast characters, setting, and plot in at least two versions of the same story (e.g., Cinderella stories).** • ~~identify the author's purpose (e.g., entertain, inform, persuade).~~ • ~~ask and answer questions about the text to demonstrate understanding.~~ • ~~draw conclusions about text to make meaning.~~ • ~~use context to confirm or self-correct word recognition and~~ identify the **main** ~~problem (~~conflict~~)~~ and **re**solution ~~, main idea or theme, and supporting details.~~

3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
a) Set a purpose for reading.
b) Make connections between reading selections.
c) Make, confirm, and revise predictions.
d) Compare and contrast settings, characters, and plot events.
e) Summarize plot events.
f) Identify the narrator of a story.
g) Ask and answer questions about what is read.
h) Draw conclusions using the text for support.
i) Identify the conflict and resolution.
j) Identify the theme.
k) Use reading strategies to monitor comprehension throughout the reading process.
l) Differentiate between fiction and nonfiction.
m) Read with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• **recognize and identify a theme or lesson of fictional text(s)s (e.g., friendship, survival, determination) using key supporting details.** ◦ **Thematic topic** ◦ **Lesson learned** • ~~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 **from** ~~and~~ **nonfiction** ~~by distinguishing realism from fantasy, and fact from opinion.~~ • **demonstrate comprehension by writing about what is read.** • read with ~~sufficient~~ accuracy**,** ~~and~~ fluency**, and meaningful expression** to support comprehension.

3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
a) Set a purpose for reading.
b) Make connections between reading selections.
c) Make, confirm, and revise predictions.
d) Compare and contrast settings, characters, and plot events.
e) Summarize plot events.
f) Identify the narrator of a story.
g) Ask and answer questions about what is read.
h) Draw conclusions using the text for support.
i) Identify the conflict and resolution.
j) Identify the theme.
k) Use reading strategies to monitor comprehension throughout the reading process.
l) Differentiate between fiction and nonfiction.
m) Read with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• ~~practice reading and rereading familiar text that is on their independent reading level to develop fluency, accuracy, and prosody.~~ • ~~ask and respond to questions about material presented through various media formats~~

3.6 The student will 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 including table of contents, headings, pictures, captions, maps, indices, and charts.
d) Ask and answer questions about what is read using the text for support.
e) Draw conclusions using the text for support.
f) Summarize information found in nonfiction texts.
g) Identify the main idea.
h) Identify supporting details.
i) Use reading strategies to monitor comprehension throughout the reading process.
j) Read with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
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.~~ • **understand that nonfiction texts provide information, explain a process, or persuade.** • **understand text features serve a purpose.** • **understand that details and information from the text are used to draw**	**To be successful with this standard, students are expected to** • identify the author's purpose **for writing**, **which may include to provide information, to explain a process, or to persuade.** ~~(e.g., entertain, inform, persuade).~~ • use prior and background knowledge as context for new learning by: ~~recognizing similarities between their own personal experiences and the text;~~ recognizing similarities between the text they are reading and other texts they have read; ~~and~~ ~~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~~ **features** ~~such as the following~~ to preview, set a purpose for reading, **make, confirm, and revise predictions** and locate information ~~relevant to a given topic efficiently:~~ ~~content text features, such as headings and chapter layout by topic;~~ ~~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.~~ • ~~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 biography and autobiography; and~~

3.6 The student will 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 including table of contents, headings, pictures, captions, maps, indices, and charts.
d) Ask and answer questions about what is read using the text for support.
e) Draw conclusions using the text for support.
f) Summarize information found in nonfiction texts.
g) Identify the main idea.
h) Identify supporting details.
i) Use reading strategies to monitor comprehension throughout the reading process.
j) Read with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
conclusions.	~~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.~~ • state in their own words the main idea ~~of a nonfiction selection.~~ • ~~compare and contrast the characteristics of biographies and 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 text features to make meaning by:~~ ~~applying phonetic strategies;~~

3.6 The student will 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 including table of contents, headings, pictures, captions, maps, indices, and charts.** **d) Ask and answer questions about what is read using the text for support.** **e) Draw conclusions using the text for support.** **f) Summarize information found in nonfiction texts.** **g) Identify the main idea.** **h) Identify supporting details.** **i) Use reading strategies to monitor comprehension throughout the reading process.** **j) Read with fluency, accuracy, and meaningful expression.**	
ESSENTIAL UNDERSTANDINGS	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**
	~~using punctuation indicators, such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession;~~ ~~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.~~ • ~~use available technology for reading and writing~~ • practice reading and rereading familiar nonfiction texts with fluency and accuracy. • **demonstrate comprehension by writing about what is read.**

At the third-grade level, students will continue to develop **reading and writing together**. ~~their writing skills~~. ~~When they write letters, stories, and simple explanations, the instructional emphasis will be on paragraph development.~~ **Students will use the writing process to plan, draft, revise, and edit writing in a variety of forms.** ~~Their sentences~~ **Student writing** will become more complex, and ~~they~~ **students** will learn to select details to elaborate the main idea of ~~the~~ **a** paragraph. ~~Students will revise and edit for correct sentence formation, grammar, capitalization, punctuation, and spelling.~~ They will use their written communication skills across **content areas** ~~the curricula~~. **Students also will write legibly in cursive. Teachers will encourage the development of writing skills that are foundational to effective written communication and critical thinking. These skills are necessary for success in future postsecondary and workplace environments.**

Teacher notes:

- **Teachers should model the writing process for students.**
- **Teachers should refer to examples of writing in mentor texts.**
- **The focus of writing in third grade is narrative, descriptive, opinion, and expository.**
- **Teachers will teach students to develop a paragraph including a clear topic sentence that focuses on the main idea.**
- **Teachers should use student writing to teach editing skills.**
- **Teachers should introduce students to the three domains of writing:**
    - **Composing-focusing on a clear, central idea, providing elaboration and organization**
    - **Written Expression- selected vocabulary and information**
    - **Usage/Mechanics- grammar, punctuation, and usage as appropriate for the grade level**
- **Teachers should utilize writing conferences and portfolios to monitor student progress.**
- **Please note that although cursive letters are introduced in second grade, it is at the third-grade level that the transition from manuscript to cursive should be completed. No specific form of cursive is required.**

3.7 The student will write legibly in cursive. **a) Write capital and lowercase letters of the alphabet.** **b) Sign his/her first and last names.**	
ESSENTIAL UNDERSTANDINGS	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**
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.~~ • **form cursive letters with flow from one letter to the next within names and words.** • ~~learn to write legibly in cursive.~~

3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
a) Engage in writing as a process.
b) Identify audience and purpose.
c) Use a variety of prewriting strategies.
d) Use organizational strategies to structure writing according to type.
e) Write a clear topic sentence focusing on main idea.
f) Elaborate writing by including supporting details.
g) Use transition words to vary sentence structure.
h) Express an opinion about a topic and provide fact-based reasons for support.
i) Write a well-developed paragraph focusing on the main idea.
j) Revise writing for clarity of content using specific vocabulary and information.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~understand how to plan and compose a paragraph on the same topic.~~ • **understand that writers use the writing process including planning, drafting, revising, editing, and publishing.** • understand how to plan and compose **writing** ~~written pieces~~ for a variety of purposes.	**To be successful with this standard, students are expected to** • use a variety of pre-writing strategies **to plan and organize writing** ~~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 graphic organizers; and~~ ~~selecting an appropriate writing form for nonfiction writing (e.g., explanation, directions, simple report), expressive writing (e.g., narrative, reflection, and letter), and creative writing (e.g., fiction and poetry).~~ • **use mentor texts as an example of writing.** • ~~write a clear topic sentence that focuses on the main idea.~~ • ~~keep their written paragraphs on one topic.~~ **develop writing by focusing on one topic**. • follow the organization of particular forms of writing for: ~~letters – date, greeting, body, and closing;~~ **descriptive/expository** ~~informative/explanatory~~ ~~purposes~~ ▪ introduce a topic and ~~group related~~ **organize** information in paragraph**(s)** ~~form~~ ▪ use facts, definitions, ~~opinions~~, quotations, details, or other examples and information to develop the topic

3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
a) Engage in writing as a process.
b) Identify audience and purpose.
c) Use a variety of prewriting strategies.
d) Use organizational strategies to structure writing according to type.
e) Write a clear topic sentence focusing on main idea.
f) Elaborate writing by including supporting details.
g) Use transition words to vary sentence structure.
h) Express an opinion about a topic and provide fact-based reasons for support.
i) Write a well-developed paragraph focusing on the main idea.
j) Revise writing for clarity of content using specific vocabulary and information.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	▪ use specific vocabulary to inform and explain the topic ▪ provide a **conclusion** ~~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 develop a story** ~~convey experiences and events~~ ▪ provide a conclusion ○ **opinion** ▪ **state a clear opinion.** ▪ **provide multiple facts using specific vocabulary as reasons for support.** ▪ **provide a conclusion.** • incorporate transitional words **and phrases** **including but not limited to *first, next, last*, *also, another, more, in order to, because of this, for example***. ~~that clarify sequence (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.~~ • ~~read their own writing orally to check for sentence rhythm (sentence variety).~~ • add specific details ~~that~~ **for** further **elaboration** ~~elaborate the main idea.~~

3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository. **a) Engage in writing as a process.** **b) Identify audience and purpose.** **c) Use a variety of prewriting strategies.** **d) Use organizational strategies to structure writing according to type.** **e) Write a clear topic sentence focusing on main idea.** **f) Elaborate writing by including supporting details.** **g) Use transition words to vary sentence structure.** **h) Express an opinion about a topic and provide fact-based reasons for support.** **i) Write a well-developed paragraph focusing on the main idea.** **j) Revise writing for clarity of content using specific vocabulary and information.**	
ESSENTIAL UNDERSTANDINGS	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**
	• ~~use examples from their reading as models to imitate in their writing.~~ • use precise nouns, verbs, and adjectives. • ~~use strategies for organization of information and elaboration relevant to the type of writing.~~ • clarify writing when revising by including specific vocabulary and information.

3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.
a) Use complete sentences.
b) Use the word I in compound subjects.
c) Use past and present verb tense.
d) Use adjectives correctly.
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 including irregular plurals.
k) Indicate paragraphing by indenting or skipping a line.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~understand that reading and writing skills can be adapted for use with available technology.~~ • ~~understand that grammatically correct language and mechanics contribute to the meaning of writing.~~ • **understand editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader.**	**To be successful with this standard, students are expected to** • **write using** ~~use~~ complete sentences. • ~~use transition words to vary sentence structure.~~ • ~~use the word *I* in compound subjects.~~ • **choose and** use past and present verb tenses. **for clarity.** • use singular possessives **to demonstrate ownership.** • ~~punctuate correctly~~: **use correct punctuation for** commas in a simple series and apostrophes in contractions with pronouns (e.g., *I'd, we've*~~); 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*); 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 (e.g., *here* or *there*) for a specific location, and the use of a synonym for an earlier word (e.g., *animal* for *dog*).~~ • ~~use simple abbreviations.~~ • ~~use articles ***a, an*** and ***the*** correctly.~~ • ~~use correct spelling for frequently used words, including irregular plurals (e.g., *men, children*).~~

3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.
a) Use complete sentences.
b) Use the word I in compound subjects.
c) Use past and present verb tense.
d) Use adjectives correctly.
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 including irregular plurals.
k) Indicate paragraphing by indenting or skipping a line.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• ~~use correct spelling for frequently used sight words, including irregular plurals~~ • ~~use available technology to compose, edit and share writing as well as to interact and collaborate with others.~~

Students will continue to identify and use appropriate resources to complete a research product. Students will understand plagiarism and will report information using their own words. Teachers will encourage the development of research skills that are foundational to effective critical thinking and responsible use of information. These skills are necessary for success in future postsecondary education and workplace environments.

Teacher Notes:

- **Teachers should note that research can be collaborative, cross-curricular, and integrated throughout the year.**
- **Teachers should utilize librarian/media specialist's assistance in teaching the research process.**
- **Teachers should teach students the difference between plagiarism and using their own words.**
- **Teachers should model responsible use of the Internet.**

3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.
a) Construct questions about the topic.
b) Access appropriate resources.
c) Collect and organize information about the topic.
d) Evaluate the relevance of the information.
e) Avoid plagiarism and use own words.
f) Demonstrate ethical use of the Internet.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~understand ways to select the best resource for gathering information on a given topic.~~ • understand how information should be collected, analyzed, ~~and~~ organized **and presented.** ~~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** • make decisions about which resource is best for locating a given type of information. • ~~locate selected information in encyclopedias, atlases, and other print and online reference materials.~~ • ~~retrieve information from electronic sources~~ • ~~use the Internet to find information on a given topic.~~ • focus on a central topic • develop a list of questions pertaining to a specific topic • ~~identify and~~ use appropriate resources **to gather information.** • ~~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).~~ • **organize and present information orally and/or in writing.** • ~~read electronic media to gather specific information, to gain knowledge, and for enjoyment.~~ • review ~~their written drafts~~ **writing to check** ~~so~~ that the language and/or thoughts of another author are given proper credit.

2017

ENGLISH
Standards of Learning
CURRICULUM FRAMEWORK

Board of Education, Commonwealth of Virginia

~~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.~~

At the fourth-grade level, the student will continue to increase communication and collaboration skills by working in diverse teams. In order to be contributing participants in discussions, students will apply skills to effectively communicate ideas and opinions, while showing value for others' contributions. Students will deliver interactive multimodal presentations and begin to examine media messages. Teachers will encourage the development of effective interpersonal communication and collaboration skills that are essential for success in future postsecondary education and workplace environments.

Teacher Notes:

- **Please note student presentation skills may differ within classrooms.**
- **Teachers should explicitly teach effective presentations skills with audience involvement.**
- **Teachers should provide opportunities for students to create interactive multimodal presentations.**
- **Multimodal is the strategic use of two or more interdependent modes of communication where both modes are essential to convey the intended message. For example: graphics, written language, moving images, music, audio, presentation technologies, movement, etc.**

4.1 The student will use effective oral communication skills in a variety of settings.
a) Listen actively and speak using appropriate discussion rules.
b) Contribute to group discussions across content areas.
c) Orally summarize information expressing ideas clearly.
d) Ask specific questions to gather ideas and opinions from others.
e) Use evidence to support opinions and conclusions.
f) Connect comments to the remarks of others.
g) Use specific vocabulary to communicate ideas.
h) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.
i) Work respectfully with others, and show value for individual contributions.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
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~~. • **understand the process of communicating effectively and working collaboratively to accomplish a variety of tasks and goals.**	**To be successful with this standard, students are expected to** • participate in a range of discussions building on others' ideas and clearly **stating thoughts, opinions, and information**. ~~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 **collaborative** ~~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 ideas and understanding; ◦ distinguishing fact from opinion;

4.1 The student will use effective oral communication skills in a variety of settings.
a) Listen actively and speak using appropriate discussion rules.
b) Contribute to group discussions across content areas.
c) Orally summarize information expressing ideas clearly.
d) Ask specific questions to gather ideas and opinions from others.
e) Use evidence to support opinions and conclusions.
f) Connect comments to the remarks of others.
g) Use specific vocabulary to communicate ideas.
h) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.
i) Work respectfully with others, and show value for individual contributions.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	◦ ~~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 create and deliver multimodal, interactive presentations.
a) Locate, organize, and analyze information from a variety of multimodal texts.
b) Speak audibly with appropriate pacing.
c) Use language and style appropriate to the audience, topic, and purpose.
d) Make eye contact with the audience.
e) Ask and answer questions to gather or clarify information presented orally.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~apply basic patterns of organization when preparing an oral presentation.~~ • ~~develop the skills necessary for active listening.~~ • **understand how ideas can be best organized and delivered for an effective presentation.**	**To be successful with this standard, students are expected to** • **create and deliver multimodal presentations** ~~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;~~ ◦ 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 ◦ **involving audience participation through planned interactions (questioning, discussion, gathering responses, and movement)** ◦ ~~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 and their purposes.** **b) Compare and contrast how ideas and topics are depicted in a variety of media and formats.**	
ESSENTIAL UNDERSTANDINGS	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**
All students should • **understand** ~~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 • **determine the purpose of various media messages.** • **compare and contrast messages, facts, and opinions in multiple media formats.**

~~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 and nonfiction texts. 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~~.

In fourth grade, there is an increased emphasis on reading comprehension by comparing fiction and nonfiction texts, identifying cause and effect relationships, and differentiating between fact and opinion. The student will expand vocabulary using knowledge of roots, affixes, synonyms, antonyms, and homophones. Teachers will encourage the development of reading skills that are foundational to effective comprehension and critical thinking. These skills are essential for success in future postsecondary education and the workplace.

Teacher Notes:

- **Teachers must provide increased opportunities for silent reading with options for student choice.**
- **Teachers should introduce students to longer and/or more complex texts both on grade level and above.**
- **Vocabulary words should be culled from student reading instead of using random lists and should not be taught in isolation.**
- **Teachers should teach theme as a literary term with fiction texts and main idea with nonfiction texts. Please note these terms are not interchangeable. However, identifying main idea in a paragraph or portion of text is an essential skill for comprehension.**
- **Please note teachers should introduce specific genres of fiction including but not limited to: fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tales.**
- **Teachers should use fictional and informational texts paired on a common theme or topic and have students compare/contrast.**
- **Teachers should teach author's purpose exclusively with nonfiction texts.**
- **Please note although the strands are developed separately, teachers should seamlessly integrate all strands.**
    - **Thematic units are one approach.**
    - **Teachers should have students write about what they have read.**

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 to determine the meaning of new words.
c) Use word-reference materials.
d) Use vocabulary from other content areas.
e) Develop and use general and specialized vocabulary through speaking, listening, reading, and writing.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • **understand that** ~~use~~ the content and structure of a sentence, paragraph, or reading selection **can be used** to ~~help~~ determine the meaning of an unfamiliar word. • **understand that roots, affixes, synonyms, and antonyms can be used to determine the meaning of unfamiliar words.** • **understand that word reference resources can be used to learn word meanings.** • ~~use a variety of strategies and word recognition skills to support comprehension.~~ • ~~know~~ **understand** the type of information found in word reference materials such as a glossary,	**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 definition. • use their knowledge of affixes ~~(prefixes and suffixes)~~ to read and understand the meanings of words. • ~~use~~ **apply** their knowledge of synonyms ~~(words with similar meanings)~~ and antonyms ~~(words with opposite meanings)~~ to understand the meanings of unfamiliar words. • derive word meaning by using their knowledge of 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 word from a glossary or dictionary. • 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. • ~~study word meanings across content areas.~~

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 to determine the meaning of new words.** **c) Use word-reference materials.** **d) Use vocabulary from other content areas.** **e) Develop and use general and specialized vocabulary through speaking, listening, reading, and writing.**	
ESSENTIAL UNDERSTANDINGS	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**
dictionary, and thesaurus.	

4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.
a) Describe how the choice of language, setting, and characters contributes to the development of plot.
b) Identify the theme(s).
c) Summarize events in the plot.
d) Identify genres.
e) Identify the narrator of a story and the speaker of a poem.
f) Identify the conflict and resolution.
g) Identify sensory words.
h) Draw conclusions/make inferences about text using the text as support.
i) Compare/contrast details in literary and informational nonfiction texts.
j) Identify cause and effect relationships.
k) Use reading strategies throughout the reading process to monitor comprehension.
l) Read with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • **understand the essential elements and characteristics of fictional text, literary nonfiction, and poetry.** • **understand the similarities and differences between literary and informational nonfiction texts.** • ~~develop a variety of comprehension strategies.~~ • ~~read a variety of fictional texts, narrative nonfiction texts, and poetry.~~ • ~~explain events, procedures, ideas, or concepts in fictional~~	**To be successful with this standard, students are expected to** • ~~explain the author's purpose (e.g., to entertain, inform, or persuade).~~ • ~~describe how the choice of language, setting, characters, details, and other information contribute to the author's purpose.~~ • **describe how an author's choice of language, setting, and characters develops the plot and contributes to the sequence of 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). • **identify literary nonfiction as a type of narrative text, which uses story elements and language to share accurate information about real people, places, and events, including but not limited to biography and autobiography.** • **identify genres including but not limited to: fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, folklore/tall tales** • ~~understand that narrative nonfiction is a story based on facts.~~ • ~~identify the facts contained in a piece of narrative nonfiction~~.

4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.
a) Describe how the choice of language, setting, and characters contributes to the development of plot.
b) Identify the theme(s).
c) Summarize events in the plot.
d) Identify genres.
e) Identify the narrator of a story and the speaker of a poem.
f) Identify the conflict and resolution.
g) Identify sensory words.
h) Draw conclusions/make inferences about text using the text as support.
i) Compare/contrast details in literary and informational nonfiction texts.
j) Identify cause and effect relationships.
k) Use reading strategies throughout the reading process to monitor comprehension.
l) Read with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
~~texts, narrative nonfiction texts, and poetry, including what happened and why, based on specific information in the text.~~	• identify the ~~main idea or~~ theme**(s)** of a text **(e.g., friendship, survival, determination)** ~~and summarize using supporting details.~~ ◦ **thematic topic** ◦ **lessons learned** • summarize **plot events** using supporting details • identify the main ~~problem (~~conflict~~)~~ and resolution in a poem, or section of text, or book. • ~~discuss~~ **analyze** the similarities and differences between **paired fictional** texts and **informational nonfiction texts** ~~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/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 **contribute to the text.** make the reader feel. • refer to details, **specific vocabulary,** and examples in a text ~~when explaining what the text says~~, **to** draw~~ing~~ conclusions/~~making~~ **make** inferences.

4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.
a) Describe how the choice of language, setting, and characters contributes to the development of plot.
b) Identify the theme(s).
c) Summarize events in the plot.
d) Identify genres.
e) Identify the narrator of a story and the speaker of a poem.
f) Identify the conflict and resolution.
g) Identify sensory words.
h) Draw conclusions/make inferences about text using the text as support.
i) Compare/contrast details in literary and informational nonfiction texts.
j) Identify cause and effect relationships.
k) Use reading strategies throughout the reading process to monitor comprehension.
l) Read with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

	• ~~identify cause and effect relationships~~.
	• **use specific details to** make, confirm, or revise predictions **by:**
	  ▪ **identifying information from the text that supports or contradicts a prediction; and**
	  ▪ **revising predictions based on new understandings.**
	• **demonstrate comprehension and apply strategies by writing about what is read**
	• read familiar text with fluency, accuracy, and **meaningful expression** ~~prosody.~~
	• 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).~~

4.6 The student will read and demonstrate comprehension of nonfiction texts.
a) Use text features such as type, headings, and graphics, to predict and categorize information.
b) Explain the author's purpose.
c) Identify the main idea.
d) Summarize supporting details.
e) Draw conclusions and make inferences using textual information as support.
f) Distinguish between cause and effect.
g) Distinguish between fact and opinion.
h) Use reading strategies throughout the reading process to monitor comprehension.
i) Read with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~summarize key details of informational texts, connecting new information to prior knowledge.~~ • ~~identify and use text structures, 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.~~ • **understand that nonfiction texts provide information, explain a process, or persuade.** • **understand text features**	**To be successful with this standard, students are expected to** • ~~use text 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.~~ • **explain** ~~understand~~ how written text and accompanying ~~illustrations~~ **graphics** connect to convey meaning (e.g., charts, graphs, diagrams, timelines, animations). • ~~generate questions to guide reading of text.~~ • explain author's purpose **for writing, which may include to provide information, explain a process, or persuade** ~~(e.g., to entertain, persuade, inform).~~ • identify the main idea and **summarize** supporting details ~~within a selection summarizing the text by using tools such as graphic organizers, outlining, and notes.~~ • ~~combine information from various places in the text to~~ draw ~~a~~ conclusions **and make inferences using information from the text.** • ~~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~~

4.6 The student will read and demonstrate comprehension of nonfiction texts.
a) Use text features such as type, headings, and graphics, to predict and categorize information.
b) Explain the author's purpose.
c) Identify the main idea.
d) Summarize supporting details.
e) Draw conclusions and make inferences using textual information as support.
f) Distinguish between cause and effect.
g) Distinguish between fact and opinion.
h) Use reading strategies throughout the reading process to monitor comprehension.
i) Read with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
serve a purpose. • **understand that details and information from the text are used to draw conclusions and make inferences.**	~~previously learned concepts.~~ • ~~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).~~ • **demonstrate comprehension and apply strategies to write about what is read.**

At the fourth-grade level, students will develop and build their **reading and** writing skills **together** . ~~by writing effective narratives and explanations~~. **The student will use the writing process to plan, draft, revise, and edit writing in a variety of forms to include narrative, descriptive, opinion, and expository.** 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 **composing and** written expression. Revising **writing for clarity** and editing **for usage and mechanics** ~~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.~~ **Teachers will encourage the development of writing skills that are foundational to effective written communication and critical thinking. These skills are necessary for success in future postsecondary and workplace environments.**

Teacher notes:

- **Teachers will model the writing process for students.**
- **Teachers should refer to examples of writing in mentor texts.**
- **The focus of writing in fourth grade is narrative, descriptive, opinion, and expository.**
- **Teachers will teach students to develop related paragraphs including a clear topic sentence that focuses on the main idea.**
- **Teachers should integrate grammar with writing instruction.**
    - **Teachers should use student writing to teach editing and peer editing skills. Teachers may want to consult professional publications.**
- **Teachers should introduce students to the three domains of writing:**
    - **Composing-focusing on a clear, central idea, providing elaboration and organization**
    - **Written Expression- sentence variation, selected vocabulary and information, and word choice**
    - **Usage/Mechanics- grammar, punctuation, and usage as appropriate for the grade level**
- **Teachers should utilize writing conferences and portfolios to monitor student progress.**
- **Teachers should provide opportunities for independent writing and options for student choice.**

4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
a) Engage in writing as a process.
b) Select audience and purpose.
c) Narrow the topic.
d) Use a variety of prewriting strategies.
e) Recognize different forms of writing have different patterns of organization.
f) Organize writing to convey a central idea.
g) Write a clear topic sentence focusing on the main idea.
h) Write related paragraphs on the same topic.
i) Elaborate writing by including details to support the purpose.
j) Express an opinion about a topic and provide fact-based reasons for support.
k) Use transition words and prepositional phrases for sentence variety.
l) Utilize elements of style, including word choice and sentence variation.
m) Revise writing for clarity of content using specific vocabulary and information.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
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.~~ • **understand that writers use the writing process including planning, drafting, revising, editing, and publishing.** • **understand the domains of writing include composing, written expression, and**	**To be successful with this standard, students are expected to** • **write focusing on the composing domain features of central idea, organization, unity, and elaboration.** • **write focusing on the written expression domain features of word choice, specific vocabulary, and sentence variety.** • **Use mentor texts as an example of writing.** • ~~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~~ **forms** of writing have different patterns of organization • ~~informative/explanatory~~ **descriptive/expository** ▪ clearly introduce a topic and **organize** ~~group related~~ information in paragraphs ▪ use facts, definitions, opinions, quotations, details, or other examples and ▪ information to develop the topic

4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
a) Engage in writing as a process.
b) Select audience and purpose.
c) Narrow the topic.
d) Use a variety of prewriting strategies.
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k) Use transition words and prepositional phrases for sentence variety.
l) Utilize elements of style, including word choice and sentence variation.
m) Revise writing for clarity of content using specific vocabulary and information.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
usage/mechanics.	▪ use specific vocabulary to inform and explain the topic; and ▪ provide a **conclusion** ~~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 ▪ **use specific vocabulary to develop a story** -opinion ▪ state a clear opinion ▪ provide multiple facts as reasons for support ▪ 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.

4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
a) Engage in writing as a process.
b) Select audience and purpose.
c) Narrow the topic.
d) Use a variety of prewriting strategies.
e) Recognize different forms of writing have different patterns of organization.
f) Organize writing to convey a central idea.
g) Write a clear topic sentence focusing on the main idea.
h) Write related paragraphs on the same topic.
i) Elaborate writing by including details to support the purpose.
j) Express an opinion about a topic and provide fact-based reasons for support.
k) Use transition words and prepositional phrases for sentence variety.
l) Utilize elements of style, including word choice and sentence variation.
m) Revise writing for clarity of content using specific vocabulary and information.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• ~~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 two or more related paragraphs on a topic.~~ • ~~use precise language and vocabulary to explain a topic.~~ • link ideas within paragraphs using **transition** words and phrases ~~(e.g., another, for example, since, also).~~ • include sentences of various lengths and beginnings to create a ~~pleasant, informal~~ rhythm. • use available **word** 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. • ~~use available technology to gather information and to aid in writing.~~

4.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.

a) Use subject-verb agreement.
b) Eliminate double negatives.
c) Use noun-pronoun agreement.
d) Use commas in series, dates, and addresses.
e) Correctly use adjectives and adverbs.
f) Use quotation marks with dialogue.
g) Use correct spelling including common homophones.
h) Use singular possessives.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~understand that grammatically correct language and mechanics contribute to the meaning of writing.~~ • **understand that editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader.**.	**To be successful with this standard, students are expected to** • apply knowledge of the ~~writing domains of composing, written expression, and~~ usage/mechanics **writing domain**. • 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: subjects, predicates, and prepositional phrases~~ • **use knowledge of sentence structure to form complete sentences** • ~~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 **correctly** (e.g., myself, ourselves). • ~~use commas in series, dates, and addresses.~~ • **differentiate between and correctly** 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 correct spelling of frequently used words, including common homonyms/homophones (e.g.,~~

4.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.

a) Use subject-verb agreement.
b) Eliminate double negatives.
c) Use noun-pronoun agreement.
d) Use commas in series, dates, and addresses.
e) Correctly use adjectives and adverbs.
f) Use quotation marks with dialogue.
g) Use correct spelling including common homophones.
h) Use singular possessives.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	~~*threw/through*).~~ • ~~use singular possessives.~~ • use a rubric to self- **or peer-** 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.~~

The student will demonstrate comprehension of the research process by evaluating the relevance and reliability of information collected to create a research product. Additionally students will integrate the information while avoiding plagiarism. Teachers will encourage the development of research skills that are foundational to effective critical thinking and responsible use of information. These skills are necessary for success in future postsecondary education and workplace environments.

Teacher Notes:

- **Teachers should note that research can be collaborative, cross-curricular, and integrated throughout the year.**
- **Teachers should utilize librarian/media specialist's assistance in teaching the research process.**
- **Teachers should make students aware of possible consequences of plagiarism.**
- **Teachers should emphasize giving credit to all sources used when gathering information including music and graphics.**
- **Teachers should model responsible use of the Internet.**

4.9 The student will demonstrate comprehension of information resources to create a research product.
a) Construct questions about a topic.
b) Collect and organize information from multiple resources.
c) Evaluate the relevance and reliability of information.
d) Give credit to sources used in research.
e) Avoid plagiarism and use own words.
f) Demonstrate ethical use of the Internet.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand how information is to be collected, analyzed, ~~and~~ organized, **and presented**. ~~as a part of the process of writing a short report.~~ • **understand the importance of avoiding plagiarism and giving credit to sources when gathering and reporting information and ideas.**	**To be successful with this standard, students are expected to** • formulate ~~initial~~ questions about a topic and ~~seek~~ **gather** information by identifying, locating, exploring, and effectively using a variety of sources ~~of information.~~ • recognize, **select,** organize, and record information pertinent to the topic ~~and blend ideas accurately.~~ • **decide if information is relevant to the topic and reliable for use.** • ~~select and use appropriate references (e.g., atlases, almanacs, and encyclopedias), including electronic resources.~~ • identify ~~key~~ **search** 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. • develop notes that include important concepts, summaries, and identification of information sources. • ~~use available technology to gather, organize, evaluate, and communicate information.~~ • give credit to sources used ~~in research.~~ • **avoid plagiarism by giving credit whenever using another person's media, facts, graphics, music, and quotations.**

2017

ENGLISH
Standards of Learning
CURRICULUM FRAMEWORK

Board of Education, Commonwealth of Virginia

~~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 gestures to enhance their delivery. Students will be able to summarize their presentations before delivery and summarize the presentations of others after listening to them.~~

At the fifth-grade level, students will demonstrate the ability to collaborate with diverse teams by working respectfully with others, using active listening skills, and showing value for individual contributions. Students will create and deliver interactive multimodal presentations. Students will compare/contrast a variety of techniques used in media messages. Teachers will encourage the development of effective interpersonal communication and collaboration skills that are essential for success in future postsecondary education and workplace environments.

Teacher Notes:

- **Please note student presentation skills may differ within classrooms.**
- **Teachers should explicitly teach effective presentations skills with audience involvement.**
- **Teachers should provide opportunities for students to create interactive multimodal presentations.**
- **Multimodal is the strategic use of two or more interdependent modes of communication where both modes are essential to convey the intended message. For example: graphics, written language, moving images, music, audio, presentation technologies, movement, etc.**

5.1 The student will use effective oral communication skills in a variety of settings.
a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
b) Participate in and contribute to discussions across content areas.
c) Summarize information gathered in group activities.
d) Orally express ideas clearly in pairs, diverse groups, and whole class settings.
e) Use evidence to support opinions and conclusions.
f) Summarize the main points a speaker makes, and connect comments to the remarks of others.
g) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.
h) Work respectfully with others and show value for individual contributions.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~participate effectively in subject-related group learning activities.~~ • **understand how to prepare, summarize, present** ~~to~~ **and 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.~~ • **understand the process of communicating effectively and working collaboratively to accomplish a variety of tasks and goals.**	**To be successful with this standard, students are expected to** • participate in a range of discussions building on others' ideas and clearly **stating thoughts, opinions, and information.** ~~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 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 **while respecting individual contributions.**

5.1 The student will use effective oral communication skills in a variety of settings.
a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
b) Participate in and contribute to discussions across content areas.
c) Summarize information gathered in group activities.
d) Orally express ideas clearly in pairs, diverse groups, and whole class settings.
e) Use evidence to support opinions and conclusions.
f) Summarize the main points a speaker makes, and connect comments to the remarks of others.
g) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.
h) Work respectfully with others and show value for individual contributions.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• ~~demonstrate that they can~~ work independently on group-related tasks.

5.2 The student will create multimodal presentations that effectively communicate ideas.

a) Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal interactive presentations.

b) Maintain eye contact with listeners.

c) Organize content sequentially around major ideas.

d) Use language and style appropriate to the audience, topic, and purpose.

e) Ask and answer questions to gather or clarify information presented orally.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • **understand how ideas can be best organized and delivered for an effective presentation.** • 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 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. • 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 multimodal tools** ~~visual aids~~ ~~in presentations when appropriate~~ to enhance **presentations** ~~development of themes and/or main ideas (e.g., graphics, sound).~~ • ~~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) Identify the purpose and audience of auditory, visual, and written media messages.
b) Identify the characteristics and effectiveness of a variety of media messages.
c) Compare and contrast techniques used in a variety of media messages.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand **how** ~~media messages are constructed and students have the ability~~ to deconstruct **media** 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. • **compare/contrast techniques used effectively in a variety of media messages (animation, famous images and logos, music and sound, photo-editing).** • create ~~age-appropriate~~ media messages (e.g., videos, podcasts, print advertisements) for evaluation, focusing on effectiveness of the message.

~~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.~~

The student will continue to expand vocabulary using knowledge of roots, affixes, synonyms, antonyms, and homophones. In fifth grade, there is an emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will explain plot development and conflict resolution and differentiate between first and third person points of view. Fifth grade students will have an increased emphasis on nonfiction reading by identifying authors' organizational patterns, and using the text to support opinions and conclusions. Teachers will encourage the development of reading skills that are foundational to effective comprehension and critical thinking. These skills are essential for success in future postsecondary education and the workplace.

Teacher Notes:

- **Vocabulary words should be culled from student reading instead of using random lists and should not be taught in isolation.**
  - ~~**Thematic units and cross-curricular units are effective methods to integrate multiple strands.**~~
- **Teachers must provide opportunities for silent reading with options for student choice.**
- **Teachers should introduce students to longer, more complex texts both on grade level and above.**
- **Teacher should teach figurative language using fiction and nonfiction texts.**
- **Teachers should teach theme as a literary term with fiction texts and main idea with nonfiction texts. Please note these terms are not interchangeable. However, identifying main idea in a paragraph or portion of text is an essential skill for comprehension.**
- **Please note teachers should introduce specific genres of fiction including but not limited to: fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, folklore/tall tales, mythology, and mystery.**
- **Teachers should use fictional and informational texts paired on a common theme or topic and have students compare/contrast. Although the standard in fiction requires comparing/contrasting details in literary and informational nonfiction texts, teachers should be using paired passages with a variety of texts.**
- **Teachers should teach author's purpose exclusively with nonfiction texts.**
- **Please note although the strands are developed separately, teachers should seamlessly integrate all strands.**
  - **Thematic units are one approach.**
  - **Teachers should have students write about what they have read.**

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 to determine the meaning of new words.
d) Identify an author's use of figurative language.
e) Use word-reference materials.
f) Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~apply knowledge of word structure and context clues to determine the meanings of unfamiliar words.~~ • **understand that the content and structure of a sentence, paragraph, or reading selection can be used to help determine the meaning of an unfamiliar word.** • **understand that roots, affixes, synonyms, and antonyms can be used to determine the meaning of unfamiliar words.** • **understand that word reference resources can be used to learn word meanings.**	**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, affixes ~~(prefixes and suffixes),~~ synonyms, antonyms, and homophones. • ~~begin to~~ ~~learn about~~ **identify the meaning of** 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~~. **figurative language**. • use word references and context clues to determine which meaning is appropriate in a given situation. • **select and use** ~~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 to determine the meaning of new words.
d) Identify an author's use of figurative language.
e) Use word-reference materials.
f) Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• **understand the type of information found in word reference materials such as a glossary, dictionary, and thesaurus.**	

5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
a) Summarize plot events using details from text.
b) Discuss the impact of setting on plot development.
c) Describe character development.
d) Identify theme(s).
e) Explain the resolution of conflict(s).
f) Identify genres.
g) Differentiate between first and third person point-of-view.
h) Differentiate between free verse and rhymed poetry.
i) Explain how an author's choice of vocabulary contributes to the author's style.
j) Draw conclusions and make inferences with support from the text.
k) Identify cause and effect relationships.
l) Compare/contrast details in literary and informational nonfiction texts.
m) Use reading strategies throughout the reading process to monitor comprehension.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
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.~~ • **understand the essential elements and characteristics of fictional text, literary nonfiction, and poetry.** • **understand the similarities and differences between literary and informational**	**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).~~ • **summarize important plot events using specific details from the text.** • ~~understand that~~ **describe how** characters are developed by: • ~~what is directly stated in the text~~ **what character says**; ~~their speech and actions;~~ **what a character thinks**; **what a character does; and** what other characters in the story say or think about them. • ~~understand that~~ **describe how** some characters change ~~during the story or poem~~ and **how** some characters stay the same. • ~~understand that the main character has a conflict that usually gets resolved.~~ • identify **and explain** the **main** conflict **and resolution** ~~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, literary nonfiction, and poetry.
a) Summarize plot events using details from text.
b) Discuss the impact of setting on plot development.
c) Describe character development.
d) Identify theme(s).
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f) Identify genres.
g) Differentiate between first and third person point-of-view.
h) Differentiate between free verse and rhymed poetry.
i) Explain how an author's choice of vocabulary contributes to the author's style.
j) Draw conclusions and make inferences with support from the text.
k) Identify cause and effect relationships.
l) Compare/contrast details in literary and informational nonfiction texts.
m) Use reading strategies throughout the reading process to monitor comprehension.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

nonfiction texts.	• 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~~ **determine who is telling the story and identify if the** points **of view is first or third person.**
	• Identify **the** ~~main idea or~~ theme(s) **of a text**.
	  ◦ **thematic topic**
	  ◦ **lessons learned**
	• ~~summarize supporting details from text.~~
	• **refer to details, specific vocabulary, and examples in a text to** draw conclusions/make inferences ~~from text.~~
	• ~~identify cause and effect relationships.~~
	• make, confirm, or revise predictions.

5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
a) Summarize plot events using details from text.
b) Discuss the impact of setting on plot development.
c) Describe character development.
d) Identify theme(s).
e) Explain the resolution of conflict(s).
f) Identify genres.
g) Differentiate between first and third person point-of-view.
h) Differentiate between free verse and rhymed poetry.
i) Explain how an author's choice of vocabulary contributes to the author's style.
j) Draw conclusions and make inferences with support from the text.
k) Identify cause and effect relationships.
l) Compare/contrast details in literary and informational nonfiction texts.
m) Use reading strategies throughout the reading process to monitor comprehension.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• **demonstrate comprehension and apply strategies to write about what is read.** • ~~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 to support comprehension.~~ • ~~recognize structural elements of poems (e.g., verse, rhythm) and drama (e.g., casts, dialogue).~~ • **identify genres including but not limited to: fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, folklore/tall tales, mythology, mystery.** • **analyze the similarities and differences between paired fictional texts and informational nonfiction texts (e.g., similar themes and topics, patterns of events).**

5.6 The student will read and demonstrate comprehension of nonfiction texts.
a) Use text features such as type, headings, and graphics, to predict and categorize information.
b) Skim materials to develop a general overview of content and to locate specific information.
c) Identify the main idea.
d) Summarize supporting details.
e) Identify organizational pattern(s).
f) Identify transitional words and phrases that signal an author's organizational pattern.
g) Locate information from the text to support opinions, inferences, and conclusions.
h) Identify cause and effect relationships.
i) Differentiate between fact and opinion.
j) Compare and contrast details and ideas within and between texts.
k) Use reading strategies throughout the reading process to monitor comprehension.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~preview, pose questions, and make predictions before reading~~. • understand how the organizational patterns make the information easier to comprehend. • **understand that ideas and topics are presented differently by different authors.** • ~~make connections between what they read in the selection and their prior knowledge.~~ • **understand that details and information from the text**	**To be successful with this standard, students are expected to** • ~~use text 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. • **recognize transitional words and phrases authors use to signal organizational patterns including but not limited to:** ○ **cause and effect –if, then** ○ **comparison/contrast- similarly, on the other hand** ○ **chronological- today, meanwhile** ○ **problem/solution- the issue is, a possible remedy**

5.6 The student will read and demonstrate comprehension of nonfiction texts.
a) Use text features such as type, headings, and graphics, to predict and categorize information.
b) Skim materials to develop a general overview of content and to locate specific information.
c) Identify the main idea.
d) Summarize supporting details.
e) Identify organizational pattern(s).
f) Identify transitional words and phrases that signal an author's organizational pattern.
g) Locate information from the text to support opinions, inferences, and conclusions.
h) Identify cause and effect relationships.
i) Differentiate between fact and opinion.
j) Compare and contrast details and ideas within and between texts.
k) Use reading strategies throughout the reading process to monitor comprehension.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
are used to draw conclusions and make inferences.	• ~~identify specific information in text that supports predictions.~~ • ~~form opinions and~~ draw conclusions and **make inferences using the text as support** ~~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~~ **two** accounts **or perspectives** 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~~ texts with fluency, accuracy, ~~and prosody~~ **and meaningful expression.** • **demonstrate comprehension and apply strategies to write about what is read.**

At the fifth-grade level, students will continue to ~~grow~~ **develop as readers and** writers as they write in a variety of forms including **narrative, descriptive, expository, and persuasive.** ~~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.~~ Students will write multiparagraph compositions including evidence to inform or persuade an audience. 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. **Teachers will encourage the development of writing skills that are foundational to effective written communication and critical thinking. These skills are necessary for success in future postsecondary education and workplace environments.** ~~including sentence formation, grammar, capitalization, spelling, and punctuation.~~

Teacher notes:

- **Teachers will model the writing process for students.**
- **Teachers should refer to examples of writing in mentor texts.**
- **The focus of writing in fifth grade is narrative, descriptive, persuasive, and expository.**
- **Teachers should integrate grammar with writing instruction throughout the academic year.**
    - **Teachers should use student writing to teach editing and peer editing skills. Teachers may want to consult professional publications.**
- **Teachers should instruct students in the features of the three domains of writing:**
    - **Composing-focusing on a clear, central idea, providing elaboration, organization, and unity**
    - **Written Expression- sentence variation, selected information, word choice, voice, and tone**
    - **Usage/Mechanics- grammar, punctuation, and usage as appropriate for the grade level**
- **Teachers should utilize writing conferences and portfolios to monitor student progress.**
- **Teachers should provide opportunities for independent writing and options for student choice.**
- **Teachers should provide the opportunity for students to have practice writing on demand, for shorter time frames, and over extended periods of time.**

5.7 The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive.
a) Engage in writing as a process.
b) Select audience and purpose.
c) Use a variety of prewriting strategies.
d) Introduce and develop a topic, incorporating evidence and supporting details.
e) Organize information to convey a central idea.
f) Recognize different forms of writing have different patterns of organization including story structure for narrative writing.
g) Write a clear topic sentence focusing on the main idea.
h) Clearly state a position including supporting reasons and evidence to persuade the intended audience.
i) Write multiparagraph compositions.
j) Use precise and descriptive vocabulary to create tone and voice.
k) Vary sentence structure by using transition words and prepositional phrases.
l) Revise writing for clarity of content using specific vocabulary and information.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • **understand that writers use the writing process including planning, drafting, revising, editing, and publishing.** • **understand the domains of writing include composing, written expression, and usage/mechanics.** • **understand voice shows an author's personality, awareness of audience, and passion for the topic adding liveliness and energy to writing.**	**To be successful with this standard, students are expected to** • **write focusing on the composing domain features of central idea, organization, unity, and elaboration.** • **write focusing on the written expression domain features of word choice, specific vocabulary, tone, voice, and sentence variety.** • ~~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 **forms** ~~modes~~ of writing have different patterns of organization • ~~informative/explanatory~~ **descriptive/expository** – clearly introduce a topic and **organize** ~~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 **conclusion** ~~concluding statement or section~~ related to the topic

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ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• ~~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.~~	◦ 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 to describe experiences and events~~ - **use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters.** – provide a conclusion ◦ persuasive – introduce the position – provide evidence to support the position – provide points for the opposite side and argue against them – provide a conclusion. • **use mentor texts as an example of writing.** • ~~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.

5.7 The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive.
a) Engage in writing as a process.
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c) Use a variety of prewriting strategies.
d) Introduce and develop a topic, incorporating evidence and supporting details.
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l) Revise writing for clarity of content using specific vocabulary and information.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• write a clear topic sentence focusing on the main idea. • purposefully **select** ~~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~~ **central idea**, organizing ~~grouping~~ related information in paragraphs ~~and sections~~. • choose precise descriptive vocabulary and information to create tone and voice • ~~develop and strengthen~~ **revise** writing **by** ~~as needed, in~~ ~~consultation with~~ **consulting with** peers or adults, ~~by prewriting, drafting, revising, editing, or rewriting.~~ • ~~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).~~

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a) Engage in writing as a process.
b) Select audience and purpose.
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d) Introduce and develop a topic, incorporating evidence and supporting details.
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h) Clearly state a position including supporting reasons and evidence to persuade the intended audience.
i) Write multiparagraph compositions.
j) Use precise and descriptive vocabulary to create tone and voice.
k) Vary sentence structure by using transition words and prepositional phrases.
l) Revise writing for clarity of content using specific vocabulary and information.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• 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 self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.

a) Use plural possessives.
b) Use adjective and adverb comparisons.
c) Use interjections.
d) Use prepositional phrases.
e) Use quotation marks with dialogue.
f) Use commas to indicate interrupters, items in a series, and to indicate direct address.
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) Use coordinating conjunctions.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should	**To be successful with this standard, students are expected to**
• 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.~~	• punctuate correctly: -apostrophes in contractions (e.g., *isn't*), and possessives (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, Zoe?*)]; -quotation marks with dialogue; and -hyphens to divide words at the end of a line. • ~~use underlining, quotation marks, or italics to~~ indicate titles of works **by using underlining, quotation marks, or italics.** • use adverb comparisons (e.g., *fast, faster, fastest*). • use adjective comparisons (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. • use plural possessives, (e.g., "*The books'* covers are torn.").

5.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.

a) Use plural possessives.
b) Use adjective and adverb comparisons.
c) Use interjections.
d) Use prepositional phrases.
e) Use quotation marks with dialogue.
f) Use commas to indicate interrupters, items in a series, and to indicate direct address.
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) Use coordinating conjunctions.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• ~~identify and~~ use interjections (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. • **edit to correct** ~~avoid~~ fragments**.and run-ons.** • **use a rubric to self- and peer- assess writing.** • ~~avoid run-ons, (e.g., *"I opened the door, the dog went out."*).~~ • ~~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.~~

The student will demonstrate comprehension of the research process by evaluating the relevance, reliability, and credibility of information collected. Students will learn to evaluate and synthesize information to use in their oral, visual, written, or multimodal research product. The student will understand there are consequences of plagiarism. Teachers will encourage the development of research skills that are foundational to effective critical thinking and responsible use of information. These skills are necessary for success in future postsecondary education and workplace environments.

Teacher Notes:

- **Teachers should note that research can be collaborative, cross-curricular, and integrated throughout the year.**
- **Teachers should utilize librarian/media specialist's assistance in teaching the research process.**
- **Teachers should make students aware of possible consequences of plagiarism.**
- **Teachers should emphasize giving credit to all sources used when gathering information including music and graphics.**
- **Teachers should demonstrate and encourage responsible use of the Internet.**

5.9 The student will find, evaluate, and select appropriate resources to create a research product.
a) Construct questions about a topic.
b) Collect and organize information from multiple resources.
c) Evaluate the relevance, reliability, and credibility of information.
d) Give credit to sources used in research.
e) Avoid plagiarism and use own words.
f) Demonstrate ethical use of the Internet.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
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.~~ • **understand how information is to be collected, analyzed, evaluated, organized, and presented.** • **understand the importance of avoiding plagiarism and giving credit to sources when gathering and reporting information and ideas.**	**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~~ **search** terms to use in searching for information. • ~~organize~~ **analyze and use** 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. • **decide if information is relevant to the topic and reliable and credible for use.** • 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 ideas or **specific** words are used in research.

5.9 The student will find, evaluate, and select appropriate resources to create a research product. **a) Construct questions about a topic.** **b) Collect and organize information from multiple resources.** **c) Evaluate the relevance, reliability, and credibility of information.** **d) Give credit to sources used in research.** **e) Avoid plagiarism and use own words.** **f) Demonstrate ethical use of the Internet.**	
ESSENTIAL UNDERSTANDINGS	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**
• **understand that there are consequences of plagiarism according to the guidelines established by local school divisions.**	• **avoid plagiarism by giving credit whenever using another person's media, facts, graphics, music, and quotations.** • ~~provide a list of sources including author, title, and date.~~

2017

ENGLISH
Standards of Learning
CURRICULUM FRAMEWORK

Board of Education, Commonwealth of Virginia

~~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.~~

At the sixth-grade level, students will demonstrate the ability to work with diverse teams working respectfully with others, participating both as a facilitator and as a contributor. Small-group analysis and self-analysis of the effectiveness of communication will be introduced. Students will continue to deliver multimodal presentations individually and in collaborative groups. Students will also interpret information presented in diverse media formats. Teachers will emphasize the importance of effective interpersonal communication and collaboration skills that are essential for success in future postsecondary education and workplace environments.

Teacher Notes:

- **Please note presentation skills may differ within classrooms.**
- **Teachers should provide opportunities for students to create and deliver interactive multimodal presentations.**
- **Multimodal is the strategic use of two or more interdependent modes of communication where both modes are essential to convey the intended message. For example: graphics, written language, moving images, music, audio, presentation technologies, movement, etc.**
- **Teachers should provide opportunities for students to work in collaborative settings.**
- **Teachers should provide instruction on how to give constructive, respectful, and productive feedback.**

6.1 The student will use effective oral communication skills in a variety of settings.
a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
b) Participate as a facilitator and a contributor in a group.
c) Participate in collaborative discussions with partners building on others' ideas.
d) Ask questions to clarify the speaker's purpose and perspective.
e) Summarize the main points a speaker makes.
f) Summarize and evaluate group activities.
g) Analyze the effectiveness of participant interactions.
h) Evaluate own contributions to discussions.
i) Demonstrate the ability to collaborate with diverse teams.
j) Work respectfully with others and show value for individual contributions.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~interact as both group leader and member.~~ • **understand** ~~use~~ verbal and nonverbal feedback from the audience **should be used** 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. • **evaluate the effectiveness of the contributions of participants in a variety of roles in a discussion group.** • use strategies that contribute to the discussion. • receive and understand feedback from 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 create multimodal presentations that effectively communicate ideas.
a) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.
b) Use language and vocabulary appropriate to audience, topic, and purpose.
c) Give collaborative and individual formal and informal interactive presentations.
d) Paraphrase and summarize key ideas of a presentation.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~recognize that facts can be verified and that opinions cannot.~~ • **understand** ~~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.~~ • **understand** paraphras**ing** and summariz**ing** ~~by~~ **means** restating the main points more succinctly than the original presentation. • ~~organize a presentation.~~ • **understand nonverbal communication and its impact and use it purposefully.** • **understand that using more than one communication**	**To be successful with this standard, students are expected to** • ~~take notes to record facts/opinions or differing viewpoints.~~ • ~~organize convincing arguments to include:~~ ~~facts;~~ ~~statistics;~~ ~~examples; and~~ ~~logical reasoning.~~ • ~~paraphrase or summarize what others have said.~~ • **create a presentation that uses two or more communication modes to make meaning, for example still or moving images, gestures, spoken language and written language.** • plan and deliver a multimodal presentation ~~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.~~ • use strategies for summarizing, such as the following: ~~delete~~ **deleting** trivial and**/or** redundant information; **substituting** a general term for a list; and ~~find or~~ **creating** a main idea statement.

6.2. The student will create multimodal presentations that effectively communicate ideas.
a) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.
b) Use language and vocabulary appropriate to audience, topic, and purpose.
c) Give collaborative and individual formal and informal interactive presentations.
d) Paraphrase and summarize key ideas of a presentation.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
mode creates a more effective presentation.	• **demonstrate appropriate eye contact with listeners** • **speak clearly at an understandable pace with appropriate tone and volume.** • **use acceptable posture according to the setting and the audience.**

6.3 The student will determine the purpose of media messages and examine how they are constructed.
a) Compare and contrast techniques used in a variety of media messages.
b) Identify the characteristics and effectiveness of a variety of media messages.
c) Interpret information presented in diverse media formats and explain how it contributes to the topic.
d) Craft and publish audience-specific media messages.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • **understand that all media messages are intentionally constructed to impact a specific audience.** • ~~recognize~~ **understand** that a public service announcement (PSA) is an advertisement for the benefit of the public. **and** 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 **and/or** **impact** on the intended audience. ~~For example, the *Don't Drink and Drive* campaign has been an~~	**To be successful with this standard, students are expected to** • deconstruct and compare/contrast several types of media messages. • **identify elements of media literacy: authorship, format, audience, content, purpose.** ○ **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?** • 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, lighting, editing, and sound in TV, radio, and film.~~ • ~~access media messages to compare and contrast information presented in different media and/or formats.~~ • ~~understand~~ ~~**recognize**~~ ~~that three most common camera angles or shots are the close-up, long shot, and medium shot~~ **understand that there are different camera angles and shots and each serves a specific purpose.** • **compare and contrast reading to, listening, or viewing an audio, video, or live version of the same text and discuss the impact.**

6.3 The student will determine the purpose of media messages and examine how they are constructed. **a) Compare and contrast techniques used in a variety of media messages.** **b) Identify the characteristics and effectiveness of a variety of media messages.** **c) Interpret information presented in diverse media formats and explain how it contributes to the topic.** **d) Craft and publish audience-specific media messages.**	
ESSENTIAL UNDERSTANDINGS	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**
~~effective campaign because the number of traffic~~	

~~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. 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.~~

The student will begin the study of word origins and continue vocabulary development. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will identify elements of narrative structure including identifying theme and analyzing figurative language. In sixth grade, there is an increased emphasis on nonfiction reading by creating objective summaries and drawing inferences using textual evidence. These critical thinking skills are foundational to technical reading and writing and are transferable across content areas.

Teacher Notes:

- **Please note although the strands are developed separately, teachers should seamlessly integrate all strands.**
  - **Thematic units and cross-curricular units are effective methods to integrate multiple strands.**
  - **Teachers should have students write about what they have read.**
- **Vocabulary words should be culled from student reading instead of using random lists and should not be taught in isolation.**
  - **There is not a specific list of Greek and Latin roots. Teachers may want to consult professional publications.**
- **While whole-group instruction can be centered on a shared text, teachers should also provide opportunities for student choice with both fiction and nonfiction texts.**
- **Teachers should introduce students to longer, more complex texts both on grade level and above.**
- **Teachers should teach figurative language using fiction and nonfiction texts.**
- **Teachers should teach theme as a literary term with fiction texts and main idea with nonfiction texts. However, main idea is a skill that is still essential in comprehending all texts. Please note these terms are not interchangeable.**
- **Teachers should teach a balance of fiction including poetry and nonfiction throughout the academic year.**
- **Although the standard in fiction requires comparing/contrasting details in literary and informational nonfiction texts, teachers should be using paired passages with a variety of texts.**
- **Teachers should have students refer to the text(s) for support.**
- **Teachers should use fictional and informational texts paired on a common theme or topic and have students compare/contrast.**

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.
a) Identify word origins and derivations.
b) Use roots, 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 the construction and impact of figurative language.
e) Use word-reference materials.
f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • **understand that** ~~use~~ word structure **can be** ~~to~~ analyzed **to** ~~and~~ show relationships among words. • **understand that affixes and Greek and Latin roots are** ~~use common, grade-appropriate Greek or Latin affixes and roots as~~ clues to determine meanings of ~~common English~~ words. • 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, 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: examples, restatements; and contrast.

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.
a) Identify word origins and derivations.
b) Use roots, 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 the construction and impact of figurative language.
e) Use word-reference materials.
f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• identify figurative language in text, including: **simile,** ~~– figures of speech that use the words *like* or *as* to makecomparisons;~~ **hyperbole,** ~~– intentionally exaggerated figures of speech; and~~ **metaphor,** ~~– a comparison equating two or more unlike things without using "like" or "as."~~ **and personification.** • consult 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. • 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, literary nonfiction, and poetry.
a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
b) Describe cause and effect relationships and their impact on plot.
c) Explain how an author uses character development to drive conflict and resolution.
d) Differentiate between first and third person point-of-view.
e) Describe how word choice and imagery contribute to the meaning of a text.
f) Draw conclusions and make inferences using the text for support.
g) Identify the characteristics of a variety of genres.
h) Identify and analyze the author's use of figurative language.
i) Compare/contrast details in literary and informational nonfiction texts.
j) Identify transitional words and phrases that signal an author's organizational pattern.
k) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

All students should
• ~~recognize an author's choice of words and images.~~
• ~~describe how~~ **understand that** 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~~ **identify** setting as time and place.
	• ~~Understand~~ **explain** 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, **why it happens, and where it happens**.
	• **identify characters as protagonist and antagonist.**
	• **identify point of view and distinguish between first and third person.**
	• ~~understand that~~ **identify characterization as the way an author presents a character and** 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(s) ~~of a fictional text~~ and **explain** how it is developed through specific details.
	• ~~Understand~~ **identify** internal and external conflicts ~~in stories~~, including:
	  ○ internal conflicts within characters;
	  ~~o~~ external conflicts between characters ~~and~~
	  ○ ~~changes in characters as a result of conflicts and resolutions in the plot.~~

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ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

~~categories).~~
• ~~identify and define the elements of narrative structure.~~
• ~~understand that fiction includes a variety of genres, including short story, novel, and drama.~~
• understand that ~~narrative nonfiction~~ **literary nonfiction** includes biography, autobiography, and personal essay.
• understand that poetry can be rhymed, unrhymed, and/or patterned.
• ~~differentiate between narrative and poetic forms~~.
	• 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;
	  ○ figurative language; and
	  ○ **word choice to develop mood and tone**
	• **differentiate between a variety of fictional genres including short story, novel, and drama.**
	• recognize **and analyze** an author's use of **figurative language including**:
	  ○ **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."~~
	  ○ **personification**
	• **differentiate between narrative and poetic forms**
	• recognize poetic forms, **including but not limited to:**
	  ○ **haiku** ~~— a 17-syllable, delicate, unrhymed Japanese verse, usually about nature;~~

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h) Identify and analyze the author's use of figurative language.
i) Compare/contrast details in literary and informational nonfiction texts.
j) Identify transitional words and phrases that signal an author's organizational pattern.
k) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• understand that imagery and 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.~~	~~○ **limerick** – a 5-line, rhymed, rhythmic verse, usually humorous;~~ ~~○ **ballad** – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain; and~~ ○ **free verse** ~~– poetry with neither regular meter nor rhyme scheme~~. • recognize poetic elements in prose and poetry, **including but not limited to**: ~~○ **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.~~ • ~~use graphic organizers to record plot elements that illustrate cause and effect relationships and plot development~~. • **describe how characters** ~~use graphic organizers to record~~ changes ~~in characters~~ as a result of incidents

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b) Describe cause and effect relationships and their impact on plot.
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f) Draw conclusions and make inferences using the text for support.
g) Identify the characteristics of a variety of genres.
h) Identify and analyze the author's use of figurative language.
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j) Identify transitional words and phrases that signal an author's organizational pattern.
k) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	in the plot. • ~~use graphic organizers 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. • **compare and contrast two or more texts on the same topic or with similar themes.** • **use evidence from the text(s) for support when drawing conclusions, making inferences.** • **analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).** • **demonstrate comprehension and apply strategies to write about what is read.**

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.
a) Skim materials using text features such as type, headings, and graphics to predict and categorize information.
b) Identify main idea.
c) Summarize supporting details.
d) Create an objective summary including main idea and supporting details.
e) Draw conclusions and make inferences based on explicit and implied information.
f) Identify the author's organizational pattern(s).
g) Identify transitional words and phrases that signal an author's organizational pattern.
h) Differentiate between fact and opinion.
i) Identify cause and effect relationships.
j) Analyze ideas within and between selections providing textual evidence.
k) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~activate prior knowledge before reading.~~ • ~~be strategic before, during, and after reading~~. • recognize an author's patterns of organization **can be an aid to comprehension.** • recognize an author's use ~~and clarification~~ of technical vocabulary. • **understand text features are created purposefully and are an aid to comprehension.** • ~~use graphic organizers to organize and summarize text.~~ • ~~read beyond the~~ **understand that all** ~~printed~~ texts ~~to~~	**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~~ • ~~pose questions prior to and during the reading process based on text structures, such as:~~ **preview texts using text features such as but not limited to** 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;~~ • ~~**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~~ • identify common patterns of organizing text including:

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j) Analyze ideas within and between selections providing textual evidence.
k) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
~~understand the~~ contain messages stated or implied by an author. • ~~select appropriate sources of information based on the purpose for reading~~. • ~~use a variety of strategies, including~~ **understand that there are strategies including** context, structural analysis, and reference sources, for determining the meaning of unfamiliar and technical vocabulary. • ~~read in order to gather, organize, and synthesize information for written and oral presentations~~. • ~~recognize an author's purpose,~~	○ chronological or sequential, comparison/contrast, cause and effect, problem-solution; ~~and~~ generalization ~~or principle~~. **and process.** • ~~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.~~ • **use context, structural analysis, and reference sources to determine the meaning of unfamiliar and technical vocabulary.** • ~~comprehend and record details and/or facts in order to arrive at a conclusion, inference, or generalization.~~ **make inferences and draw conclusions using the text(s) for support.** • ~~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 idea.~~ • ~~use graphic organizers to show~~ **identify** 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.

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.
a) Skim materials using text features such as type, headings, and graphics to predict and categorize information.
b) Identify main idea.
c) Summarize supporting details.
d) Create an objective summary including main idea and supporting details.
e) Draw conclusions and make inferences based on explicit and implied information.
f) Identify the author's organizational pattern(s).
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h) Differentiate between fact and opinion.
i) Identify cause and effect relationships.
j) Analyze ideas within and between selections providing textual evidence.
k) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
~~including:~~ ~~◦ to entertain;~~ ~~◦ to inform; and~~ ~~◦ to persuade.~~ • **understand that skilled readers of nonfictional texts apply different reading strategies.**	~~• compare and contrast similar information across several texts.~~ • **demonstrate comprehension and apply strategies to write about what is read.**

At the sixth-grade level, students will continue to develop as readers and writers. **The student will also plan, draft, revise, and edit writing in a variety of forms with an emphasis on narrative and reflective writing** ~~plan, draft, revise, and edit narrative, descriptive, expository, and persuasive writing with attention to composition and written expression as well as sentence formation, usage, and mechanics.~~ **Students will write multiparagraph compositions with an emphasis on the development of elaboration and unity. Additionally students will be introduced to writing thesis statements.** ~~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.~~ **Students will be expected to have greater control over the conventions of writing. Teachers will emphasize the importance of effective critical thinking skills that lead to success in future postsecondary education and workplace environments.**

Teacher notes:

- **Teachers should recognize the difference between teaching writing and assigning writing.**
- **Teachers will model the recursive writing process for students.**
- **Teachers should refer to examples of writing in mentor texts.**
- **Teachers should recognize that there is not a required number of paragraphs or prescribed structure. Requiring students to use a prescribed model (i.e. 5 paragraphs) often produces formulaic writing and limits student expression.**
    - **The focus of writing in sixth grade is narrative and reflective. Teachers may want to consult professional publications.**
- **Three examples of reflective writing include the following:**
    - **Technical – which includes what worked or did not work and why, problem-solving techniques, and theories that were used or tested.**
    - **Collaborative – which is centered on team dynamics; how everyone worked together and why, and what worked or did not work and why.**
    - **Individual - What did I learn, how did I learn it, and what could I have done better?**
- **Teachers should integrate grammar with writing instruction throughout the academic year.**
    - **Teachers should use student writing to teach editing and peer editing skills. Teachers may want to consult professional publications.**
- **Teachers should instruct students in the features of the three domains of writing:**
    - **Composing-focusing on a clear, central idea, providing elaboration, organization, and unity**
    - **Written Expression- sentence variation, selected information, word choice, voice, and tone**
    - **Usage/Mechanics- grammar, punctuation, capitalization, and usage as appropriate for the grade level**
- **Teachers should utilize writing conferences and portfolios to monitor student progress.**
- **Teachers should provide the opportunity for students to have practice writing on demand, for shorter time frames, and over extended periods of time.**
- **Teachers should provide opportunities for student choice with topic, audience, and purpose.**

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

a) Engage in writing as a recursive process.
b) Choose audience and purpose.
c) Use a variety of prewriting strategies to generate and organize ideas.
d) Organize writing to fit mode or topic.
e) Write narratives to include characters, plot, setting, and point of view.
f) Establish a central idea incorporating evidence and maintaining an organized structure.
g) Compose a thesis statement for expository and persuasive writing.
h) Write multiparagraph compositions with elaboration and unity.
i) Use transition words and phrases.
j) Select vocabulary and information to enhance the central idea, tone, and voice.
k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
l) Revise writing for clarity of content including specific vocabulary and information.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~use prewriting strategies to select and narrow topics.~~ • **understand that writing requires a recursive process that includes planning, drafting, revising, editing, and publishing.** • ~~compose with attention to:~~ ~~central idea;~~ ~~unity;~~ ~~elaboration; and~~ ~~organization.~~ • **understand that writing should be purposefully crafted** ~~craft writing purposefully~~ with attention to: deliberate word choice; precise information and vocabulary; sentence variety; and tone and voice.	**To be successful with this standard, students are expected to** • **compose with attention to central idea, unity, elaboration, and organization.** • **analyze and use mentor texts as models for writing.** • ~~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 reflectively to explain and analyze an experience, a skill, or event, and as a response to reading** • **Three examples of reflective writing include:** ○ **Technical – which includes what worked or did not work and why, problem-solving techniques, and theories that were used or tested.** ○ **Collaborative – which is centered on team dynamics; how everyone worked together and why, and what worked or did not work and why.** ○ **Individual - What did I learn, how did I learn it, and what could I have done better?** • write **expository** ~~informative/explanatory~~ texts to examine a topic and convey ideas, concepts, and information.

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

a) Engage in writing as a recursive process.
b) Choose audience and purpose.
c) Use a variety of prewriting strategies to generate and organize ideas.
d) Organize writing to fit mode or topic.
e) Write narratives to include characters, plot, setting, and point of view.
f) Establish a central idea incorporating evidence and maintaining an organized structure.
g) Compose a thesis statement for expository and persuasive writing.
h) Write multiparagraph compositions with elaboration and unity.
i) Use transition words and phrases.
j) Select vocabulary and information to enhance the central idea, tone, and voice.
k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
l) Revise writing for clarity of content including specific vocabulary and information.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• ~~elaborate writing to continue the flow from idea to idea without interruption.~~ • ~~use appropriate transitions to clarify the relationships among ideas and concepts.~~ • **understand that vocabulary impacts tone and must be selected** ~~select vocabulary and tone~~ with awareness of audience and purpose. • ~~revise drafts for improvement, using teacher assistance, peer collaboration, and growing independence.~~ **understand** ~~recognize~~ that a thesis statement is not an announcement of the subject	• write using ~~strategies~~ **organizational patterns** 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, 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~~ **form** of writing. • identify audience and purpose for any piece of writing. • ~~use selected prewriting techniques, such as:~~ • ~~brainstorming;~~ • ~~webbing;~~ • ~~mapping;~~ • ~~clustering;~~ • ~~listing;~~

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

a) Engage in writing as a recursive process.
b) Choose audience and purpose.
c) Use a variety of prewriting strategies to generate and organize ideas.
d) Organize writing to fit mode or topic.
e) Write narratives to include characters, plot, setting, and point of view.
f) Establish a central idea incorporating evidence and maintaining an organized structure.
g) Compose a thesis statement for expository and persuasive writing.
h) Write multiparagraph compositions with elaboration and unity.
i) Use transition words and phrases.
j) Select vocabulary and information to enhance the central idea, tone, and voice.
k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
l) Revise writing for clarity of content including specific vocabulary and information.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
(statement of intent) but rather a unified and specific statement.	~~• organizing graphically;~~ ~~• questioning; and~~ ~~• outlining.~~ ~~• write using descriptive details.~~ • elaborate to give detail; add depth; and continue the **development** ~~flow~~ of an idea. • write an effective thesis statement focusing, limiting, or narrowing the topic. • differentiate between a thesis statement~~, **statement of intent**~~, 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 independent and a dependent clause by using appropriate subordinate conjunctions.~~ • **revise drafts for improvement using teacher assistance and peer collaboration.** • understand that revising to improve a draft includes rereading, reflecting, rethinking, and rewriting **to**

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

a) Engage in writing as a recursive process.
b) Choose audience and purpose.
c) Use a variety of prewriting strategies to generate and organize ideas.
d) Organize writing to fit mode or topic.
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k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
l) Revise writing for clarity of content including specific vocabulary and information.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	clarify, elaborate, and make more precise. • ~~use available computer technology to enhance the writing process.~~

6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

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

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • **understand that correct use of language enhances writing and avoids confusing or distracting the reader.** • ~~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~~	**To be successful with this standard, students are expected to** • **edit drafts with teacher assistance, peer collaboration, and growing independence.** • use complete sentences with appropriate punctuation. • avoid comma splices and ~~fused~~ **run-on** sentences. • avoid using coordinating conjunctions at the beginning of a sentence (e.g., and, so). • ~~diagram sentences with phrases and clauses.~~ • ~~use singular verbs with singular subjects and plural verbs with plural subjects (e.g., *The driver of the bus 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 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*.).~~ • **differentiate between subjects and objects when choosing pronouns.** • 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 self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

a) Use subject-verb agreement with intervening phrases and clauses.
b) Use pronoun-antecedent agreement to include indefinite pronouns.
c) Maintain consistent verb tense across paragraphs.
d) Eliminate double negatives.
e) Use quotation marks with dialogue.
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g) Use correct spelling for frequently used words.
h) Use subordinating and coordinating conjunctions.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
~~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.*).~~	• ~~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.~~ • ~~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.~~ • ~~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.~~ • ~~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 an **oral, visual, written, or multimodal** 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 **both primary and secondary sources** ~~sources, define the meaning and consequences of plagiarism,~~ and follow ethical and legal guidelines for gathering and using information. **Teachers will encourage the development of research skills that are foundational to effective critical thinking and responsible use of information necessary for success in future postsecondary education and workplace environments.**

Teacher Notes:

- **Teachers should note that research can be individual, collaborative, cross-curricular, and integrated throughout the year.**
- **Research products can vary from small, informative pieces to large, multimodal presentations.**
- **Teachers should utilize librarian/media specialist's assistance in teaching the research process.**
- **Teachers should make students aware of possible consequences of plagiarism.**
- **Teachers should emphasize giving credit to all sources used when gathering information including music, graphics, and another person's media.**
- **Teachers should demonstrate and encourage responsible use of the Internet.**

6.9 The student will find, evaluate, and select appropriate resources to create a research product.
a) Formulate and revise questions about a research topic.
b) Collect and organize information from multiple sources.
c) Evaluate and analyze the validity and credibility of sources.
d) Cite primary and secondary sources.
e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
f) Demonstrate ethical use of the Internet.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

All students should
• **Understand that research questions may need to be broadened or narrowed based on available sources**
• 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.
• **understand the purposeful and responsible use of the Internet.**
• **understand that there are consequences of plagiarism**
	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; 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~~ **credibility** of texts, using questions, such as:
	  ~~o Does the source appear in a reputable publication?~~
	  ~~o Is the source free from bias?~~
	  o Does the writer have something to gain from his opinion?
	  o Does the information contain facts for support?
	  o Is the same information found in more than one source?
	  o **Is contact information provided?**
	  o **Is there a copyright symbol on the page?**
	  o **What is the purpose of the page?**
	  o **What is the date of the most recent publication?**
	• ~~prevent plagiarism and its consequences by giving credit to authors when idea and/or words, are used in research.~~
	• **avoid plagiarism and its consequences by giving credit whenever using another person's media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person's words.**
	• differentiate between a primary and secondary source.
	• provide a list of sources using a standard form for documenting primary and secondary sources ~~primary~~

6.9 The student will find, evaluate, and select appropriate resources to create a research product.
a) Formulate and revise questions about a research topic.
b) Collect and organize information from multiple sources.
c) Evaluate and analyze the validity and credibility of sources.
d) Cite primary and secondary sources.
e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
f) Demonstrate ethical use of the Internet.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
according to the guidelines established by local school divisions.	~~and secondary sources.~~

2017

ENGLISH
Standards of Learning
CURRICULUM FRAMEWORK

Board of Education, Commonwealth of Virginia

~~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, including viewpoints expressed in nonprint media.~~

At the seventh-grade level, students will continue to deliver multimodal presentations individually and in collaborative groups. Students will also interpret information presented in diverse media formats. Students share responsibility for collaborative work, as both a contributor and a facilitator, while working for consensus to accomplish goals. Teachers will emphasize the importance of effective interpersonal communication and collaboration skills that are essential for success in future postsecondary education and workplace environments.

Teacher Notes:

- **Please note presentation skills may differ within classrooms.**
- **Teachers should provide opportunities for students to create interactive multimodal presentations.**
- **Multimodal is the strategic use of two or more interdependent modes of communication where both modes are essential to convey the intended message. For example: graphics, written language, moving images, music, audio, presentation technologies, movement, etc.**

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

a) Use a variety of strategies to listen actively and speak using agreed upon discussion rules with awareness of verbal and nonverbal cues.

b) Clearly communicate ideas and information orally in an organized and succinct manner.

c) Ask probing questions to seek elaboration and clarification of ideas.

d) Participate in collaborative discussions with partners building on others' ideas.

e) Make statements to communicate agreement or tactful disagreement with others' ideas.

f) Use language and style appropriate to audience, topic, and purpose.

g) Give formal and informal presentations in a group or individually, providing evidence to support a main idea.

h) Work effectively and respectfully within diverse groups.

i) Exhibit willingness to make necessary compromises to accomplish a goal.

j) Share responsibility for collaborative work.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~understand and demonstrate appropriate audience behavior.~~ • ~~prepare and deliver oral presentations.~~ • participate effectively in group discussions and presentations. • ~~Show~~ **understand** ~~awareness of~~ audience, topic, and purpose **impact language and style.** • **recognize that each member brings to the group a unique viewpoint.** • **understand verbal and**	**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. • **engage others in conversations by posing and responding to questions in a group situation.** • **exercise flexibility and willingness in making compromises to accomplish a common goal.** • use a variety of strategies to actively listen **and show attentiveness**, including:

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

a) Use a variety of strategies to listen actively and speak using agreed upon discussion rules with awareness of verbal and nonverbal cues.

b) Clearly communicate ideas and information orally in an organized and succinct manner.

c) Ask probing questions to seek elaboration and clarification of ideas.

d) Participate in collaborative discussions with partners building on others' ideas.

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g) Give formal and informal presentations in a group or individually, providing evidence to support a main idea.

h) Work effectively and respectfully within diverse groups.

i) Exhibit willingness to make necessary compromises to accomplish a goal.

j) Share responsibility for collaborative work.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
nonverbal feedback from the audience should be used to evaluate and adjust presentations	~~give speaker undivided attention;~~ **focusing attention to the speaker.** ~~use body language and gestures to show they are listening;~~ **providing appropriate feedback** ~~or paraphrase;~~ allowing the speaker to finish without interruptions; ~~and respond appropriately.~~

7.2 The student will create multimodal presentations both individually and in a group that effectively communicate ideas.
a) Select, organize, and create content to complement and extend meaning for a selected topic.
b) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.
c) Use language and vocabulary appropriate to audience, topic, and purpose.
d) Paraphrase and summarize a speaker's key ideas.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

All students should
• ~~exhibit confidence when speaking.~~
• ~~exhibit courtesy when listening.~~
• ~~use appropriate facial expressions, posture, and gestures to indicate active listening.~~
• **understand nonverbal communication and its impact and use it purposefully.**
• **understand that using more than one communication mode creates a more effective presentation.**
• **understand that each member brings to the group a unique viewpoint**
	To be successful with this standard, students are expected to
	• match vocabulary and 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.~~
	• **plan and deliver an oral presentation, using the following steps:**
	  ○ **determine topic and purpose;**
	  ○ **identify the intended audience; and**
	  ○ **choose vocabulary appropriate to topic, purpose, and audience;**
	• **create presentations that use two or more communication modes to make meaning,**
	• **use strategies for summarizing, such as the following:**
	  ○ **deleting trivial and/or redundant information;**
	  ○ **substituting a general term for a list; and**
	  ○ **creating a main idea statement.**
	• **Write reflectively in response to multimodal presentations.**

7.3 The student will examine the elements of media literacy.
a) Identify persuasive/informative techniques used in media.
b) Distinguish between fact and opinion, and between evidence and inference.
c) Describe how word choice, visual images, and sound convey a viewpoint.
d) Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages.
e) Craft and publish audience-specific media messages.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

All students should
• ~~understand that facts can be verified and opinions cannot.~~
• **understand that all media messages are intentionally constructed to impact a specific audience.**
• ~~distinguish fact from opinion.~~
• ~~identify the effect of persuasive messages on the audience.~~
• ~~notice use of~~ **understand** persuasive language and connotations ~~to~~ convey viewpoint.
• **understand that evidence is fact and a valid inference is the interpretation of fact.**
• **understand that the effectiveness of any media message is determined by the impact on the intended audience**.
	To be successful with this standard, students are expected to
	• deconstruct and analyze the elements of a variety of media ~~including~~ ~~**but not limited to**~~ ~~layout, pictures,~~ ~~**graphics**~~~~, and text features, in print media, and camera shots, lighting, editing and sound in TV, radio, and film.~~
	• **identify elements of media literacy: authorship, format, audience, content, purpose.**
	  • **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?**
	• recognize that production elements in media are composed based on audience and purpose to create specific effects.
	• identify persuasive techniques in the media including **but not limited to** :
	  ~~o~~ **name calling** or **innuendo** – ~~creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language;~~
	  ~~o~~ **glittering generalities** or **card stacking** ~~– telling only part of the truth; generalizing from a shred of evidence;~~
	  ~~o~~ **bandwagon** – ~~creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd~~;
	  ~~o~~ **testimonials** – ~~using the declaration of a famous person or authoritative expert to give heightened credibility;~~
	  ~~o~~ **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~~

7.3 The student will examine the elements of media literacy.
a) Identify persuasive/informative techniques used in media.
b) Distinguish between fact and opinion, and between evidence and inference.
c) Describe how word choice, visual images, and sound convey a viewpoint.
d) Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages.
e) Craft and publish audience-specific media messages.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• ~~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.~~	~~audience; and~~ ~~o~~ **appeal to emotions** – ~~connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice~~. • analyze a media ~~text~~ **message** considering what techniques have been used and their purpose **and impact** • 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.~~ • **analyze media messages for facts, opinions, persuasive message, word choice, and viewpoints.** • ~~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 continue to study figurative language. Connotations 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.~~

The student will continue the study of word origins and roots and begin identifying connotations. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will identify elements of a variety of genres while focusing on an author's style. In seventh grade, there is an increased emphasis on nonfiction reading, and students will identify the source, point-of-view, and purpose of texts. These critical thinking skills are foundational to technical reading and writing and are transferable across content areas.

Teacher Notes:

- **Please note although the strands are developed separately, teachers should seamlessly integrate all strands.**
  - **Thematic units are one approach.**
  - **Teachers should have students write about what they have read.**
- **Vocabulary words should be culled from student reading instead of using random lists and should not be taught in isolation.**
  - **There is not a specific list of Greek and Latin roots. Teachers may want to consult professional publications**
  - **Teachers should provide instruction on word connotations and how they can change meaning of the text.**
- **While whole-group instruction can be centered on a shared text, teachers should also provide opportunities for student choice with both fiction and nonfiction texts.**
- **Teachers should introduce students to longer, more complex texts both on grade level and above.**
- **Teachers should teach figurative language using fiction and nonfiction texts.**
- **Teachers should teach a balance of fiction including poetry and nonfiction throughout the academic year.**
- **Although the standard in fiction requires comparing/contrasting details in literary and informational nonfiction texts, teachers should be using paired passages with a variety of texts.**
- **Teachers should have students refer to the text(s) for support.**
- **Teachers should use fictional and informational texts paired on a common theme or topic and have students compare/contrast.**

7.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.
a) Identify word origins and derivations.
b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.
c) Identify and analyze the construction and impact of figurative language.
d) Identify connotations.
e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
f) Use word-reference materials to determine meanings and etymology.
g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~use word structure to analyze and find relationships among words.~~ • recognize that figurative language ~~and analogy~~ enriches text. • **understand that affixes and Greek and Latin roots are clues to determine meanings of words.** • **understand that words have nuances of meaning including figurative, connotative, and technical that help to determine the appropriate meaning.**	**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 words.~~ • ~~recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning.~~ • recognize, understand, ~~and~~ use, **and explain the impact of** 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~~. **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 **different** connotations (e.g., *elderly and mature; youthful* and *juvenile*, ***inexpensive* and *cheap*.)**

7.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.
a) Identify word origins and derivations.
b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.
c) Identify and analyze the construction and impact of figurative language.
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e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
f) Use word-reference materials to determine meanings and etymology.
g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• 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 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, literary nonfiction, poetry, and drama.

a) Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.

b) Identify and explain the theme(s).

c) Identify cause and effect relationships and their impact on plot.

d) Differentiate between first and third person point-of-view.

e) Identify elements and characteristics of a variety of genres.

f) Compare and contrast various forms and genres of fictional text.

g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.

h) Compare/contrast details in literary and informational nonfiction texts.

i) Make inferences and draw conclusions based on the text.

j) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

All students should
• ~~recognize that authors make deliberate choices to create literary works.~~
• ~~understand that language has an impact on readers.~~
• **understand that the author uses images to craft a message and create characters.**
• **understand that literary nonfiction includes biography, autobiography, and personal essay.**
• **understand that poetry can be rhymed, unrhymed, and/or patterned.**
• ~~differentiate between narrative~~
	To be successful with this standard, students are expected to
	• recognize the elements of narrative structure including:
	  ○ setting ~~– time, place, and duration;~~
	  ○ character(s); **protagonist and antagonist**
	  ○ 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.
	• **identify and distinguish between first and third person point-of-view.**
	• distinguish between narrative prose and poetic forms, including:

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

a) Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.

b) Identify and explain the theme(s).

c) Identify cause and effect relationships and their impact on plot.

d) Differentiate between first and third person point-of-view.

e) Identify elements and characteristics of a variety of genres.

f) Compare and contrast various forms and genres of fictional text.

g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.

h) Compare/contrast details in literary and informational nonfiction texts.

i) Make inferences and draw conclusions based on the text.

j) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
~~and poetic forms~~. • ~~understand that imagery and figurative language enrich texts~~ • recognize an author's craft as the purposeful choice of vocabulary, sentence formation, voice, and tone. • ~~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 connections among and~~	○ **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 compare/contrast the characteristics and narrative structures of:~~ ○ ~~short stories;~~ ○ ~~novels (including historical fiction);~~ ○ ~~folk literature;~~ ~~– tales~~ ○ ~~myths~~ ○ ~~legends~~ ○ ~~fables~~ ○ ~~plays; and~~ ○ ~~narrative nonfiction (including personal essays, biographies, and autobiographies).~~ • ~~use graphic organizers to record important details for summarizing and drawing conclusions.~~ • **differentiate between a variety of fictional genres including short story, novel, and drama.** • identify **characterization** as the way an author presents a character and reveals character traits by: ○ what a character says;

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

a) Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.

b) Identify and explain the theme(s).

c) Identify cause and effect relationships and their impact on plot.

d) Differentiate between first and third person point-of-view.

e) Identify elements and characteristics of a variety of genres.

f) Compare and contrast various forms and genres of fictional text.

g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.

h) Compare/contrast details in literary and informational nonfiction texts.

i) Make inferences and draw conclusions based on the text.

j) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
~~distinctions between individuals, ideas, or events (e.g., through comparisons or~~	○ what a character thinks; ○ what a character does; and ○ how other characters respond to the character. • determine the theme(s) ~~or central idea~~ of a text and analyze its development over the course of the text. • provide an objective summary of the text. • analyze an author's choice and use of literary devices, including: ~~○~~ **foreshadowing** ~~– the use of clues to hint at coming events in a story; 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.~~ • analyze elements of an author's style, including: ○ word choice **to develop tone.** ○ 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; ~~○~~ 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.~~

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

a) Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.

b) Identify and explain the theme(s).

c) Identify cause and effect relationships and their impact on plot.

d) Differentiate between first and third person point-of-view.

e) Identify elements and characteristics of a variety of genres.

f) Compare and contrast various forms and genres of fictional text.

g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.

h) Compare/contrast details in literary and informational nonfiction texts.

i) Make inferences and draw conclusions based on the text.

j) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

	• recognize and analyze the impact of an author's choice of ~~poetic~~ **sound** devices, including:
	  ~~o~~ **rhyme** – ~~recurring identical or similar final word sounds within or at the ends of lines of verse;~~
	  ~~o~~ **rhythm** – ~~the recurring pattern of strong and weak syllabic stresses;~~
	  ~~o **meter** – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm;~~
	  ~~o~~ **repetition** – ~~repeated use of sounds, words, or ideas for effect and emphasis;~~
	  o **alliteration** ~~– repetition of initial sounds, e.g., *picked a peck of pickled*~~ *peppers*; and
	  ~~o~~ **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.~~
	• ~~connect to prior knowledge of a subject.~~
	• ~~visualize, and question a text while reading.~~
	• ~~draw inferences.~~
	• ~~synthesize information~~.
	• **compare and contrast two or more texts on the same topic or with similar themes.**
	• **use evidence from the text(s) for support when drawing conclusions, making inferences.**

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

a) Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.

b) Identify and explain the theme(s).

c) Identify cause and effect relationships and their impact on plot.

d) Differentiate between first and third person point-of-view.

e) Identify elements and characteristics of a variety of genres.

f) Compare and contrast various forms and genres of fictional text.

g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.

h) Compare/contrast details in literary and informational nonfiction texts.

i) Make inferences and draw conclusions based on the text.

j) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• **analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).** • **demonstrate comprehension and apply strategies to write about what is read.**

7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.
a) Skim materials using text features including type, headings, and graphics to predict and categorize information.
b) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
c) Make inferences and draw logical conclusions using explicit and implied textual evidence.
d) Differentiate between fact and opinion.
e) Identify the source, viewpoint, and purpose of texts.
f) Describe how word choice and language structure convey an author's viewpoint.
g) Identify the main idea.
h) Summarize text identifying supporting details.
i) Create an objective summary including main idea and supporting details.
j) Identify cause and effect relationships.
k) Organize and synthesize information for use in written and other formats.
l) Analyze ideas within and between selections providing textual evidence.
m) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~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.~~ • ~~recognize an author's purpose:~~ ~~to entertain;~~ ~~to inform; and~~ ~~to persuade.~~ • ~~notice~~ **understand that**	**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 text features to make predictions and enhance comprehension, **including but not limited to:** ° boldface and/or italics type; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; and footnotes and annotations. • recognize organizational pattern to enhance comprehension, including: cause and effect, comparison/contrast, enumeration or listing, sequential or chronological, concept/definition, generalization; process, **and problem/solution**. • recognize 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 where is the rest of this list going??sequential order~~ ~~*first, three* for enumeration or listing;~~

7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.
a) Skim materials using text features including type, headings, and graphics to predict and categorize information.
b) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
c) Make inferences and draw logical conclusions using explicit and implied textual evidence.
d) Differentiate between fact and opinion.
e) Identify the source, viewpoint, and purpose of texts.
f) Describe how word choice and language structure convey an author's viewpoint.
g) Identify the main idea.
h) Summarize text identifying supporting details.
i) Create an objective summary including main idea and supporting details.
j) Identify cause and effect relationships.
k) Organize and synthesize information for use in written and other formats.
l) Analyze ideas within and between selections providing textual evidence.
m) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
authors use ~~of~~ connotations and persuasive language to convey viewpoint. • **understand that an author's patterns of organization can be an aid to comprehension.** • **understand an author's viewpoint refers to his bias or subjectivity toward the subject; a viewpoint can be positive or negative.** • **understand that text features are created purposefully and are an aid to comprehension** • **understand that there are strategies including context, structural analysis, and reference sources, for**	~~*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~~ **the** central ideas in a text and analyze ~~their~~ **its** development over the course of the text. • provide an objective summary ~~of the~~ text**s** ~~by recording the development of the central ideas.~~ • analyze how ~~two or more~~ **different** authors write about the same topic **and** shape their presentations or viewpoints of key information using facts, opinions, and reasoning. • **demonstrate comprehension and apply strategies to write about what is read.**

7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.
a) Skim materials using text features including type, headings, and graphics to predict and categorize information.
b) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
c) Make inferences and draw logical conclusions using explicit and implied textual evidence.
d) Differentiate between fact and opinion.
e) Identify the source, viewpoint, and purpose of texts.
f) Describe how word choice and language structure convey an author's viewpoint.
g) Identify the main idea.
h) Summarize text identifying supporting details.
i) Create an objective summary including main idea and supporting details.
j) Identify cause and effect relationships.
k) Organize and synthesize information for use in written and other formats.
l) Analyze ideas within and between selections providing textual evidence.
m) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
determining the meaning of unfamiliar and technical vocabulary. • **understand that skilled readers of nonfictional texts apply different reading strategies.** • ~~make inferences, which imply meaning, and draw conclusions based on both explicit and implied information.~~ • ~~distinguish between a fact, which can be verified, and an opinion, which cannot.~~	

At the seventh-grade level, students will continue to develop as readers and writers. The student will also plan, draft, revise, and edit writing in a variety of forms with an emphasis on expository and persuasive writing. Students will write to develop and modify a central idea, tone, and voice to fit the audience and purpose. ~~At the seventh-grade level, students will plan, draft, revise, and edit expository as well as narrative and persuasive pieces with attention to composition and written expression. Students will 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.~~ **Students will write multiparagraph compositions with an emphasis on organization. Additionally students will write thesis statements that clearly state a position. Students will be expected to have greater control over the conventions of writing. Teachers will emphasize the importance of effective critical thinking skills that lead to success in future postsecondary education and workplace environments.**

Teacher notes:

- **Teachers should recognize the difference between teaching writing and assigning writing.**
- **Teachers should recognize that there is not a required number of paragraphs or prescribed structure. Requiring students to use a prescribed model (i.e. 5 paragraphs) often produces formulaic writing and limits student expression.**
- **Teachers will model the recursive writing process for students.**
- **Teachers should refer to examples of writing in mentor texts.**
- **The focus of writing in seventh grade is expository and persuasive.**
- **Teachers should integrate grammar with writing instruction throughout the academic year.**
    - **Teachers should use student writing to teach editing and peer editing skills. Teachers may want to consult professional publications.**
- **Teachers should instruct students in the features of the three domains of writing:**
    - **Composing-focusing on a clear, central idea, providing elaboration, organization, and unity**
    - **Written Expression- sentence variation, selected information, word choice, voice, and tone**
    - **Usage/Mechanics- grammar, punctuation, and usage as appropriate for the grade level**
- **Teachers should utilize writing conferences and portfolios to monitor student progress.**
- **Teachers should provide the opportunity for students to have practice writing on demand, for shorter time frames, and over extended periods of time.**
- **Teachers should provide opportunities for student choice with topic, audience, and purpose.**

7.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.

a) Engage in writing as a recursive process.
b) Choose intended audience and purpose.
c) Use a variety of prewriting strategies to generate and organize ideas.
d) Organize writing structure to fit form or topic.
e) Establish a central idea incorporating evidence, while maintaining an organized structure and a formal style.
f) Compose a thesis statement for persuasive writing that includes a position.
g) Clearly state a position and organize reasons and evidence, using credible sources.
h) Distinguish between fact and opinion to support a position.
i) Write multiparagraph compositions with elaboration and unity.
j) Use transition words and phrases within and between paragraphs.
k) Develop and modify the central idea, tone, and voice to fit the audience and purpose.
l) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
m) Use clauses and phrases for sentence variety.
n) Revise writing for clarity of content including specific vocabulary and information.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • **understand that writing requires a recursive process that includes planning, drafting, revising, editing, and publishing.** • **understand that voice in writing is purposefully crafted** with attention to deliberate word choice, precise information and vocabulary; • **understand that vocabulary and tone must be selected**	**To be successful with this standard, students are expected to** • **compose with attention to central idea, unity, elaboration, and organization.** • **elaborate to give detail; add depth; and continue the development of an idea.** • **analyze and use mentor texts as models for writing.** • 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 **that focuses on the topic and explains the writer's position in an argument.** ~~limiting or narrowing the topic~~ • differentiate between a thesis statement~~, **statement of intent,**~~ and a topic sentence.

7.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.

a) Engage in writing as a recursive process.
b) Choose intended audience and purpose.
c) Use a variety of prewriting strategies to generate and organize ideas.
d) Organize writing structure to fit form or topic.
e) Establish a central idea incorporating evidence, while maintaining an organized structure and a formal style.
f) Compose a thesis statement for persuasive writing that includes a position.
g) Clearly state a position and organize reasons and evidence, using credible sources.
h) Distinguish between fact and opinion to support a position.
i) Write multiparagraph compositions with elaboration and unity.
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k) Develop and modify the central idea, tone, and voice to fit the audience and purpose.
l) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
m) Use clauses and phrases for sentence variety.
n) Revise writing for clarity of content including specific vocabulary and information.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
with awareness of audience and purpose. • ~~use a process for writing, including:~~ ~~planning;~~ ~~drafting;~~ ~~revising;~~ ~~proofreading;~~ ~~editing; and~~ ~~publishing~~. • understand that ~~good~~ **effective** writing includes elaboration. • **understand** ~~recognize~~ that a thesis statement is not an announcement of the subject	• choose an appropriate strategy for organizing ideas such as 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.~~ **write reflectively to explain and analyze a text, a presentation, an experience, a skill, or event** • **Three examples of reflective writing include:** ○ **Technical – which includes what worked or did not work and why, problem-solving techniques, and theories that were used or tested.** ○ **Collaborative – which is centered on team dynamics; how everyone worked together and why, and what worked or did not work and why.**

7.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.

a) Engage in writing as a recursive process.
b) Choose intended audience and purpose.
c) Use a variety of prewriting strategies to generate and organize ideas.
d) Organize writing structure to fit form or topic.
e) Establish a central idea incorporating evidence, while maintaining an organized structure and a formal style.
f) Compose a thesis statement for persuasive writing that includes a position.
g) Clearly state a position and organize reasons and evidence, using credible sources.
h) Distinguish between fact and opinion to support a position.
i) Write multiparagraph compositions with elaboration and unity.
j) Use transition words and phrases within and between paragraphs.
k) Develop and modify the central idea, tone, and voice to fit the audience and purpose.
l) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
m) Use clauses and phrases for sentence variety.
n) Revise writing for clarity of content including specific vocabulary and information.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
(statement of intent) but rather a unified and specific statement. • understand that ~~good~~ **effective** writing has been improved through revision. • ~~understand and apply the elements of composing:~~ ~~central idea;~~ ~~elaboration;~~ ~~unity; and~~ • ~~organization.~~	○ **Individual - What did I learn, how did I learn it, and what could I have done better?** • **write persuasively organizing reasons logically and effectively.** • 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 **when appropriate.** • 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. • recognize terms illustrative of tone **in mentor texts and student writing** ~~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, reflecting, rethinking, and, rewriting **to clarify, elaborate, and make more precise** • **revise drafts for improvement using teacher assistance, peer collaboration, and growing**

7.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.

a) Engage in writing as a recursive process.
b) Choose intended audience and purpose.
c) Use a variety of prewriting strategies to generate and organize ideas.
d) Organize writing structure to fit form or topic.
e) Establish a central idea incorporating evidence, while maintaining an organized structure and a formal style.
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g) Clearly state a position and organize reasons and evidence, using credible sources.
h) Distinguish between fact and opinion to support a position.
i) Write multiparagraph compositions with elaboration and unity.
j) Use transition words and phrases within and between paragraphs.
k) Develop and modify the central idea, tone, and voice to fit the audience and purpose.
l) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
m) Use clauses and phrases for sentence variety.
n) Revise writing for clarity of content including specific vocabulary and information.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	independence. • 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 and 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 process.~~

7.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

a) Choose appropriate adjectives and adverbs to enhance writing.
b) Use pronoun-antecedent agreement to include indefinite pronouns.
c) Use subject-verb agreement with intervening phrases and clauses.
d) Edit for verb tense consistency and point of view.
e) Use quotation marks with dialogue and direct quotations.
f) Use correct spelling for commonly used words.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~proofread and edit drafts with teacher assistance, peer collaboration, and growing independence.~~ • **understand that correct use of language enhances writing and avoids confusing or distracting the reader.** • 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 sentences with phrases and clauses.~~ • use punctuation (~~commas, parentheses, dashes)~~ to set off nonrestrictive/~~parenthetical elements~~ **clauses.** • maintain **consistent** 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 self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. **a) Choose appropriate adjectives and adverbs to enhance writing.** **b) Use pronoun-antecedent agreement to include indefinite pronouns.** **c) Use subject-verb agreement with intervening phrases and clauses.** **d) Edit for verb tense consistency and point of view.** **e) Use quotation marks with dialogue and direct quotations.** **f) Use correct spelling for commonly used words.**	
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.~~

At the seventh-grade level, students will find, evaluate, and select appropriate resources for an oral, visual, written, or multimodal research product. They will evaluate the validity and authenticity of sources, and they will apply research techniques to quote, summarize, and paraphrase findings. In addition, they will learn to cite both primary and secondary sources and follow ethical and legal guidelines for gathering and using information. Teachers will encourage the development of research skills that are foundational to effective critical thinking and responsible use of information necessary for success in future postsecondary education and workplace environments.

Teacher Notes:

- **Teachers should note that research can be individual, collaborative, cross-curricular, and integrated throughout the year.**
- **Research products can vary from small informative pieces to large multimodal presentations.**
- **Teachers should utilize librarian/media specialist's assistance in teaching the research process.**
- **Teachers should make students aware of possible consequences of plagiarism.**
- **Teachers should emphasize giving credit to all sources used when gathering information including music, graphics, and another person's media.**
- **Teachers should demonstrate and encourage responsible use of the Internet.**

7.9 The student will find, evaluate, and select appropriate resources to create a research product.
a) Formulate and revise questions about a research topic.
b) Collect, organize, and synthesize information from multiple sources.
c) Analyze and evaluate the validity and credibility of resources.
d) Quote, summarize, and paraphrase information from primary and secondary sources using proper citations.
e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
f) Demonstrate ethical use of the Internet.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~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. • **understand to avoid plagiarism, credit must be given when using another person's ideas, opinions, facts, statistics, or graphics.** • **understand the purposeful and responsible use of the Internet.**	**To be successful with this standard, students are expected to** • use 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 **found in a variety of sources**, ~~including:~~ ~~graphic organizers;~~ ~~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; • prevent plagiarism and its consequences by giving credit to authors when ideas and/or words, are used in direct quotation or paraphrases. • **avoid plagiarism and its consequences by giving credit whenever using another person's media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person's words.**

7.9 The student will find, evaluate, and select appropriate resources to create a research product.
a) Formulate and revise questions about a research topic.
b) Collect, organize, and synthesize information from multiple sources.
c) Analyze and evaluate the validity and credibility of resources.
d) Quote, summarize, and paraphrase information from primary and secondary sources using proper citations.
e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
f) Demonstrate ethical use of the Internet.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• **understand that there are consequences of plagiarism according to the guidelines established by local school divisions.** • **understand using multiple sources of information produces a more complete understanding of a topic.**	• evaluate the validity and ~~authenticity~~ **credibility** 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? ◦ **Is contact information provided?** ◦ **Is there a copyright symbol on the page?** ◦ **What is the purpose of the page?** ◦ **What is the date of the most recent publication?** • summarize and cite specific evidence from ~~the~~ text**s** to support conclusions.

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ENGLISH
Standards of Learning
CURRICULUM FRAMEWORK

Board of Education, Commonwealth of Virginia

~~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 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.~~

In eighth-grade, students will evaluate, analyze, develop, and produce media messages. Students will create multimodal presentations that include different points-of-view, and collaborate with others to exchange ideas, make decisions, and solve problems. Teachers will emphasize the importance of effective interpersonal communication and collaboration skills that are essential for success in future postsecondary education and workplace environments.

Teacher Notes:

- **Please note presentation skills may differ within classrooms.**
- **Teachers should provide opportunities for students to create interactive multimodal presentations.**
- **Teachers should note that the communication strand should be integrated throughout the year and can be used as part of reading, writing, and research.**
- **Multimodal is the strategic use of two or more interdependent modes of communication where both modes are essential to convey the intended message. For example: graphics, written language, moving images, music, audio, presentation technologies, movement, etc.**

8.1 The student will participate in, collaborate in, and report on small-group learning activities.
a) Assume responsibility for specific group tasks and share responsibility for collaborative work within diverse teams.
b) Exhibit willingness to make necessary compromises to accomplish a goal.
c) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
d) Include all group members, and value individual contributions made by each group member.
e) Make statements to communicate agreement or tactful disagreement with others' ideas.
f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
g) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

All students should
• **recognize that each member brings to the group a unique viewpoint .**
• **understand verbal and nonverbal feedback from the audience should be used to evaluate contributions.**
• ~~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
	• **contribute relevant ideas, opinions, and feelings in large and small diverse groups.**
	• **offer and seek summary statements of ideas.**
	• **state points clearly and directly.**
	• **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 and show attentiveness including:**
	  ○ **focusing attention to the speaker;**
	  ○ **providing appropriate feedback;**
	  ○ **asking questions**
	• **assume shared responsibility for collaborative work.**
	• **collaborate with peers to set ~~rules~~ guidelines for group presentations and discussions, set clear goals, and define individual roles.**
	• **respond thoughtfully by summarizing points of agreement and disagreement, qualifying views and understanding.**

8.1 The student will participate in, collaborate in, and report on small-group learning activities.
a) Assume responsibility for specific group tasks and share responsibility for collaborative work within diverse teams.
b) Exhibit willingness to make necessary compromises to accomplish a goal.
c) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
d) Include all group members, and value individual contributions made by each group member.
e) Make statements to communicate agreement or tactful disagreement with others' ideas.
f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
g) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• **exercise flexibility and willingness in making compromises to accomplish a common goal.** • ~~allowing the speaker to finish without interruptions~~ • ~~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.~~ • ~~evaluate the effectiveness of their own and/or peer interviews, using rubrics or checklists.~~

8.2 The student will develop and deliver multimodal, interactive presentations collaboratively and individually.
a) Select, organize, and create multimodal content that encompasses opposing points of view.
b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
c) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.
d) Cite information sources.
e) Respond to audience questions and comments.
f) Differentiate between Standard English and informal language.
g) Evaluate presentations.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • **understand audience, topic, and purpose impact language and style.** • **understand the elements of an effective presentation including language and nonverbal communication appropriate to purpose and audience.** • **understand that using more than one communication mode creates a more effective presentation** • ~~rehearse presentations.~~ • ~~interact with poise with an audience.~~ • ~~evaluate presentations.~~ • ~~use grammatically correct language.~~	**To be successful with this standard, students are expected to** • articulate the purpose of the presentation. • **select and use information that clearly presents both sides of an issue.** • **select vocabulary, tone, and style with audience and purpose in mind.** • **create a presentation that uses two or more communication modes to make meaning.** • 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.

8.2 The student will develop and deliver multimodal, interactive presentations collaboratively and individually. **a) Select, organize, and create multimodal content that encompasses opposing points of view.** **b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.** **c) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.** **d) Cite information sources.** **e) Respond to audience questions and comments.** **f) Differentiate between Standard English and informal language.** **g) Evaluate presentations.**	
ESSENTIAL UNDERSTANDINGS	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**
	• 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) Analyze the purpose of information and persuasive techniques used in diverse media formats.
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 to express new understandings.
d) Evaluate sources for relationships between intent and factual content.
e) Utilize multimedia to clarify information and emphasize differing points of view.
f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
g) Demonstrate the ethical use of the Internet when evaluating or producing creative or informational media messages.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should	**To be successful with this standard, students are expected to**
• ~~understand the effects of persuasive messages on the audience.~~	• deconstruct and analyze the elements of a variety of media ~~including layout, pictures, and text features in print media, and camera shots, lighting, editing and sound in TV, radio, and film.~~
• understand that all media messages are intentionally constructed to impact a specific audience.	• identify and analyze persuasive techniques used in the media, including but not limited to: **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~~ **understand that an author's viewpoint refers to his bias or subjectivity toward the subject.** ~~a viewpoint can be positive or negative~~.	
• ~~understand that facts can be verified and opinions cannot.~~	
• ~~distinguish fact from opinion.~~	• ~~describe the effect of persuasive messages in the media on the audience.~~
• ~~identify the effect of persuasive messages on the audience.~~	• ~~identify and evaluate effective word choice in the media.~~
	• identify and analyze choice of information in the media.

8.3 The student will analyze, develop, and produce creative or informational media messages.
a) Analyze the purpose of information and persuasive techniques used in diverse media formats.
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 to express new understandings.
d) Evaluate sources for relationships between intent and factual content.
e) Utilize multimedia to clarify information and emphasize differing points of view.
f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
g) Demonstrate the ethical use of the Internet when evaluating or producing creative or informational media messages.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• **understand** ~~examine~~ use of persuasive language and connotations ~~to~~ convey viewpoint. • **understand that evidence is fact and a valid inference is the interpretation of fact.** • **understand that the effectiveness of any media message is determined by the impact on the intended audience**. • ~~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.~~	• ~~identify and analyze various viewpoints in the media~~. • ~~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, 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~~. • ~~analyze the use opinions in the media.~~ • **analyze the techniques used media messages.** • ~~analyze the use of facts in the media.~~ • ~~describe the effect on the audience of persuasive messages in the media.~~ • create and publish media messages, such as public service announcements aimed at a variety of audiences **on different topics.** ~~with different purposes.~~ • evaluate the advantages and disadvantages of using different **types of** 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.~~

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

a) Analyze the purpose of information and persuasive techniques used in diverse media formats.

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 to express new understandings.

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

e) Utilize multimedia to clarify information and emphasize differing points of view.

f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).

g) Demonstrate the ethical use of the Internet when evaluating or producing creative or informational media messages.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• ~~analyze a media text by considering what techniques have been used and their purpose~~. • ~~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).~~	

~~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.~~

The student will continue the study of word origins, roots, connotations, and denotations. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will explain the development of theme(s), and compare/contrast authors' styles. There will be an increased emphasis on nonfiction reading, and students will analyze authors' qualifications, point-of-view, and style. These critical thinking skills are foundational to technical reading and writing and are transferable across all content areas.

Teacher Notes:

- **Please note although the strands are developed separately, teachers should seamlessly integrate all strands.**
  - **Thematic units are one approach.**
  - **Teachers should have students write about what they have read.**
- **Vocabulary words should be culled from student reading instead of using random lists and should not be taught in isolation.**
  - **There is not a specific list of Greek/Latin roots, or idioms. Teachers may want to consult professional publications.**
  - **Teachers should provide instruction on word connotations and how they can change meaning of the text.**
- **While whole-group instruction can be centered on a shared text, teachers should also provide opportunities for student choice with both fiction and nonfiction texts.**
- **Teachers should introduce students to longer, more complex texts both on grade level and above.**
- **Teachers should teach figurative language using fiction and nonfiction texts.**
- **Teachers should teach a balance of fiction including poetry and nonfiction throughout the academic year.**
- **Although the standard in fiction requires comparing/contrasting details in literary and informational nonfiction texts, teachers should be using paired passages with a variety of texts.**
- **Teachers should have students refer to the text(s) for support.**
- **Teachers should use fictional and informational texts paired on a common theme or topic and have students compare/contrast.**

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

a) Identify and analyze the construction and impact of 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, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.

d) Identify the meaning of common idioms.

e) Use word-reference materials to determine meanings and etymology.

f) Discriminate between connotative and denotative meanings and interpret the connotation.

g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should	**To be successful with this standard, students are expected to**
• ~~use word structure to analyze and relate words.~~	• use common roots to determine the meaning of unfamiliar words and make connections with word families (e.g.,-phobia, and -ology).
• recognize that words have nuances of meaning including figurative, connotative, and technical ~~which~~ **that** help **to** determine the appropriate meaning.	• recognize the relationships among words related by structure and derivation, such as *polygraph* and *graffiti*.
• **understand that affixes and Greek and Latin roots are clues to determine meanings of words.**	• 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. For example, a dove stands for peace.~~
• ~~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.**
• ~~analyze the impact of specific~~	• ~~analyze relationships common to analogy construction, including:~~ ~~type or example – cinnamon: spice;~~ ~~characteristics – glass: breakable;~~ ~~association – bow: arrow;~~ ~~operator – car: driver;~~

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

a) Identify and analyze the construction and impact of 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, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.

d) Identify the meaning of common idioms.

e) Use word-reference materials to determine meanings and etymology.

f) Discriminate between connotative and denotative meanings and interpret the connotation.

g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
~~word choices on meaning and tone, including analogies to other texts.~~ • recognize that figurative language ~~and analogies~~ enriches text.	~~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 **different** connotations, (*elderly* and *mature*; *youthful* and *juvenile*, ***inexpensive*** **and** ***cheap***) and describe the impact on text. • 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. • 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, literary nonfiction, poetry, and drama.
a) Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning.
b) Identify cause and effect relationships and their impact on plot.
c) Explain the development of the theme(s).
d) Explain the use of symbols and figurative language.
e) Make inferences and draw conclusions based on explicit and implied information using references to the text for support.
f) Identify and analyze characteristics within a variety of genres.
g) Compare/contrast details in literary and informational nonfiction texts.
h) Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
i) Compare and contrast authors' styles.
j) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

All students should
• understand that an author's voice and tone stem from **word choice and** 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 reveals character traits.~~
• ~~analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the~~
	To be successful with this standard, students are expected to
	• identify **and analyze** ~~the~~ **narrative** elements ~~of narrative structure~~, including:
	  ○ setting – ~~time and place~~
	  ○ 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~~
	• **identify protagonist and antagonist.**
	• ~~**identify**~~ **explain 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.**
	• 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; and resolution
	• theme
	• recognize different plot patterns including subplots.
	• **analyze the interactions between individuals, events and ideas in a text.**
	• **compare and contrast the characteristics of literary forms, including but not limited to :**
	  ○ **novel, short story, biography, essay, speech, poetry, memoir**

8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.
a) Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning.
b) Identify cause and effect relationships and their impact on plot.
c) Explain the development of the theme(s).
d) Explain the use of symbols and figurative language.
e) Make inferences and draw conclusions based on explicit and implied information using references to the text for support.
f) Identify and analyze characteristics within a variety of genres.
g) Compare/contrast details in literary and informational nonfiction texts.
h) Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
i) Compare and contrast authors' styles.
j) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
~~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 are used in prose and poetry.~~ • ~~identify author's voice.~~ • ~~make inferences, draw conclusions, and point to an author's implications in the~~	• understand and analyze elements of an author's style, including: dialogue; sentence structure; language patterns; word choice to develop tone; ~~including: serious, solemn, sarcastic, objective, enthusiastic, humorous, hostile, disapproving personal, impersonal~~ voice. • differentiate among points of view in stories, including: o 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. • analyze an author's use of literary devices, including: o **foreshadowing** – ~~the giving of clues to hint at coming events in a story;~~ o **irony** – ~~the implication, through plot or character, that the actual situation is quite different from that presented;~~ o **flashback** – ~~a return to an earlier time in the course of a narrative to introduce prior information; and~~ o **symbolism** – ~~the use of concrete and recognizable things to represent ideas~~. • analyze poetic devices in prose and poetry, including **but not limited to:** word choice, figurative language, symbolism, imagery, rhyme, rhythm, repetition, and sound elements. • ~~evaluate~~ **analyze** an author's choice of words and images. • identify poetic forms, including **but not limited to:** o **haiku** – ~~a 17-syllable, delicate, unrhymed Japanese verse, usually about nature;~~

8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.
a) Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning.
b) Identify cause and effect relationships and their impact on plot.
c) Explain the development of the theme(s).
d) Explain the use of symbols and figurative language.
e) Make inferences and draw conclusions based on explicit and implied information using references to the text for support.
f) Identify and analyze characteristics within a variety of genres.
g) Compare/contrast details in literary and informational nonfiction texts.
h) Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
i) Compare and contrast authors' styles.
j) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
~~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 read.~~ • ~~analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).~~	○ **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 **but not limited to:** ○ **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 leng15 grade 8th 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., *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 to analyze and summarize text.~~ • ~~recognize an author's use of connotations and persuasive language to convey a viewpoint.~~

8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.
a) Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning.
b) Identify cause and effect relationships and their impact on plot.
c) Explain the development of the theme(s).
d) Explain the use of symbols and figurative language.
e) Make inferences and draw conclusions based on explicit and implied information using references to the text for support.
f) Identify and analyze characteristics within a variety of genres.
g) Compare/contrast details in literary and informational nonfiction texts.
h) Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
i) Compare and contrast authors' styles.
j) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• understand that the author uses images to craft a message and create characters. • understand that literary nonfiction includes biography, autobiography, and personal essay. • understand that analysis of a text should be based on text references, not on personal opinion.	• compare and contrast two or more texts on the same topic or with similar themes. • use evidence from the text(s) for support when drawing conclusions, making inferences, or making predictions • analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes and organizational strategies. • demonstrate comprehension and apply strategies to write about what is read.

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.
a) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
b) Apply knowledge of text features and organizational patterns to analyze selections.
c) Skim materials to develop an overview or locate information.
d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
e) Analyze the author's qualifications, viewpoint, word choice, and impact.
f) Analyze details for relevance and accuracy.
g) Differentiate between fact and opinion.
h) Identify the main idea.
i) Summarize the text identifying supporting details.
j) Identify cause and effect relationships.
k) Evaluate, organize, and synthesize information for use in written and other formats.
l) Analyze ideas within and between selections providing textual evidence.
m) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~activate prior knowledge before reading.~~ • ~~make predictions prior to and during the reading process.~~ • ~~recognize~~ **understand that** an author's viewpoint **is conveyed through** ~~and~~ **word choice** and ~~use of~~ persuasive language • ~~read and analyze writing critically.~~ • ~~choose graphic organizers based on the internal text structure most prevalent in the text.~~	**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 **and identify** an author's use of connotations and persuasive language 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. • recognize ~~analyze and record information, using text structures~~ ~~(~~organizational patterns~~)~~, **to enhance comprehension.** including cause and effect, comparison/contrast, enumeration or listing, sequential or chronological, concept/definition, generalization, **problem/solution,** and 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.~~ • **read several texts on a similar topic and synthesize what is read.**

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.
a) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
b) Apply knowledge of text features and organizational patterns to analyze selections.
c) Skim materials to develop an overview or locate information.
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e) Analyze the author's qualifications, viewpoint, word choice, and impact.
f) Analyze details for relevance and accuracy.
g) Differentiate between fact and opinion.
h) Identify the main idea.
i) Summarize the text identifying supporting details.
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k) Evaluate, organize, and synthesize information for use in written and other formats.
l) Analyze ideas within and between selections providing textual evidence.
m) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• ~~use graphic organizers and/or rules to analyze and summarize text.~~ • ~~read several texts on a similar topic and synthesize what is read.~~ • ~~evaluate an author's choice of words and images.~~ • recognize an author's use of connotations, and persuasive language to convey viewpoint. • ~~understand that the writer **implies** and the reader **infers.**~~ • **understand that an author's credentials and experiences contribute to his/her**	• use 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.~~ • use text ~~structures~~ **features** such as the following to enhance comprehension ~~and note taking~~: boldface and/or italics type; 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

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.
a) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
b) Apply knowledge of text features and organizational patterns to analyze selections.
c) Skim materials to develop an overview or locate information.
d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
e) Analyze the author's qualifications, viewpoint, word choice, and impact.
f) Analyze details for relevance and accuracy.
g) Differentiate between fact and opinion.
h) Identify the main idea.
i) Summarize the text identifying supporting details.
j) Identify cause and effect relationships.
k) Evaluate, organize, and synthesize information for use in written and other formats.
l) Analyze ideas within and between selections providing textual evidence.
m) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
viewpoint. • **understand that an author's patterns of organization can be an aid to comprehension.** • **understand an author's viewpoint refers to his bias or subjectivity toward the subject; a viewpoint can be positive or negative.** • **understand that text features are created purposefully and are an aid to comprehension.** • **understand that there are strategies including context, structural analysis, and reference sources, for**	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. • ~~use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues.~~ • **demonstrate comprehension and apply strategies to write about what is read.**

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.
a) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
b) Apply knowledge of text features and organizational patterns to analyze selections.
c) Skim materials to develop an overview or locate information.
d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
e) Analyze the author's qualifications, viewpoint, word choice, and impact.
f) Analyze details for relevance and accuracy.
g) Differentiate between fact and opinion.
h) Identify the main idea.
i) Summarize the text identifying supporting details.
j) Identify cause and effect relationships.
k) Evaluate, organize, and synthesize information for use in written and other formats.
l) Analyze ideas within and between selections providing textual evidence.
m) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
determining the meaning of unfamiliar and technical vocabulary. • **understand that skilled readers of nonfictional texts apply different reading strategies.**	

~~At the eighth-grade level, students will plan, draft, revise, and edit narratives as well as expository, persuasive, and 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.~~

At the eighth-grade level, students will continue to develop as readers and writers. The student will also plan, draft, revise, and edit writing in a variety of forms with an emphasis on expository and persuasive writing. Students will write persuasively and use claims, evidence, and counterclaims to advocate and support a position to fit the audience and purpose. Students will be expected to have greater control over the conventions of writing. Teachers will emphasize the importance of effective critical thinking skills that lead to success in future postsecondary education and workplace environments.

Teacher notes:

- **Teachers should recognize the difference between teaching writing and assigning writing.**
- **Teachers should recognize that there is not a required number of paragraphs or prescribed structure. Requiring students to use a prescribed model (i.e 5 paragraphs) often produces formulaic writing and limits student expression.**
- **Teachers will model the recursive writing process for students.**
- **Teachers should refer to examples of writing in mentor texts.**
- **The focus of writing in eighth grade is expository and persuasive.**
- **Teachers should integrate grammar with writing instruction throughout the academic year.**
    - **Teachers should use student writing to teach editing and peer editing skills. Teachers may want to consult professional publications.**
- **Teachers should instruct students in the features of the three domains of writing:**
    - **Composing-focusing on a clear, central idea, providing elaboration, organization, and unity**
    - **Written Expression- sentence variation, selected information, word choice, voice, and tone**
    - **Usage/Mechanics- grammar, punctuation, and usage as appropriate for the grade level**
- **Teachers should utilize writing conferences and portfolios to monitor student progress.**
- **Teachers should provide the opportunity for students to have practice writing on demand, for shorter time frames, and over extended periods of time.**
- **Teachers should provide opportunities for student choice with topic, audience, and purpose.**

8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.

a) Engage in writing as a recursive process.
b) Choose intended audience and purpose.
c) Use prewriting strategies to generate and organize ideas.
d) Organize writing structure to fit form or topic.
e) Establish a central idea incorporating evidence, maintaining an organized structure and formal style.
f) Compose a thesis statement for persuasive writing that advocates a position.
g) Clearly state and defend a position with reasons and evidence, from credible sources.
h) Identify a counterclaim and provide a counter - argument.
i) Distinguish between fact and opinion to support a position.
j) Organize information to provide elaboration and unity.
k) Develop and modify the central idea, tone, and voice to fit the audience and purpose.
l) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • **understand that writing requires a recursive process that includes planning, drafting, revising, editing, and publishing.** • **understand that writing should be purposefully crafted with attention to deliberate word choice, precise information and vocabulary.** • **understand that vocabulary and tone must be selected with awareness of audience and purpose.**	**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~~ **and reflective .** • **write reflectively to explain and analyze an experience, a skill, or an event.** • **apply the elements of composing: central idea, elaboration, unity, and organization.** • ~~use a variety of prewriting strategies, for example:~~ • ~~brainstorming; webbing; mapping; outlining; clustering; listing; and using graphic organizers.~~ • use written expression to 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. • ~~develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives.~~

8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.

a) Engage in writing as a recursive process.
b) Choose intended audience and purpose.
c) Use prewriting strategies to generate and organize ideas.
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e) Establish a central idea incorporating evidence, maintaining an organized structure and formal style.
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k) Develop and modify the central idea, tone, and voice to fit the audience and purpose.
l) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• ~~use a process for writing, including: planning; drafting; revising; proofreading; editing; and publishing.~~ • understand that ~~good~~ **effective** writing has been elaborated. • **understand that a thesis statement is not an announcement of the subject (statement of intent) but rather a unified and specific statement** • ~~use peer and individual revising and editing.~~ • understand that good writing has been improved through revision.	• ~~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.~~ • ~~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 providing transitions between ideas and paragraphs. • **write persuasively organizing reasons logically and effectively.** • **identify counterclaims and identify counter-arguments that address claims.** • 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.~~

8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.

a) Engage in writing as a recursive process.
b) Choose intended audience and purpose.
c) Use prewriting strategies to generate and organize ideas.
d) Organize writing structure to fit form or topic.
e) Establish a central idea incorporating evidence, maintaining an organized structure and formal style.
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h) Identify a counterclaim and provide a counter - argument.
i) Distinguish between fact and opinion to support a position.
j) Organize information to provide elaboration and unity.
k) Develop and modify the central idea, tone, and voice to fit the audience and purpose.
l) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• ~~use keyboarding, including spell checkers and grammar checkers when available.~~ ~~understand and apply the elements of composing:~~ • ~~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.~~.	• 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 when appropriate.** • develop **an effective** **introduction and** conclusion.

8.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

a) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
b) Correctly use pronouns in prepositional phrases with compound objects.
c) Use a variety of sentence structures to infuse sentence variety in writing.
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.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • **understand that correct use of language enhances writing and avoids confusing or distracting the reader.** • ~~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** • **edit drafts with teacher assistance, peer collaboration, and growing independence.** • ~~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 sentences with phrases and clauses.~~ • ~~use a singular verb with a singular subject and a plural verb with a plural subject.~~ • use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent. • use objective pronouns in prepositional phrases with compound objects. • choose and maintain **a consistent verb** tense ~~(present, past, future)~~ throughout an entire paragraph or text. • ~~use comparative and superlative adjectives.~~ • ~~use comparative and superlative adverbs.~~ • ~~use and correctly punctuate transitional words, such as *furthermore*, *however*, *since*, and *next*.~~ • ~~use correct conjunctions, such as *either/or* and *neither/nor*.~~

8.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

a) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
b) Correctly use pronouns in prepositional phrases with compound objects.
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f) Use quotation marks with dialogue and direct quotations.
g) Use correct spelling for frequently used words.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• ~~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.~~

At the eighth-grade level, students will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions and possible bias. They will evaluate the validity and credibility of sources, and they will apply research techniques to quote, summarize, and paraphrase findings. In addition, they will learn to cite sources using either MLA or APA style sheet and follow ethical and legal guidelines for gathering and using information. Teachers will encourage the development of research skills that are foundational to effective critical thinking and responsible use of information necessary for success in future postsecondary education and workplace environments.

Teacher Notes:

- **Teachers should note that research can be individual, collaborative, cross-curricular, and integrated throughout the year.**
- **Research products can vary from small informative pieces to large multimodal presentations.**
- **Teachers should utilize librarian/media specialist's assistance in teaching the research process.**
- **Teachers should make students aware of possible consequences of plagiarism.**
- **Teachers should emphasize giving credit to all sources used when gathering information including music, graphics, and another person's media.**
- **Teachers should demonstrate and encourage responsible use of the Internet.**

8.9 The student will find, evaluate, select, and synthesize appropriate resources to produce a research product.
a) Formulate and revise questions about a research topic.
b) Collect and synthesize information from multiple sources.
c) Evaluate and analyze the validity and credibility of resources.
d) Analyze 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) Quote, summarize and paraphrase research findings.
g) Publish findings and respond to feedback.
h) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
i) Demonstrate ethical use of the Internet.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should	**To be successful with this standard, students are expected to**
• ~~determine if a source is trustworthy and accurate.~~	• **use** ~~understand that a~~ **primary sources such as** ~~is an~~ original documents or a firsthand or eyewitness accounts of an event.
• understand that using multiple sources of information produces a more complete understanding of a topic.	• ~~understand that a~~ **use secondary sources, which** ~~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.
• **understand to avoid plagiarism, credit must be given when using another person's ideas, opinions, facts, statistics, or graphics.**	• ~~embed quotations from other sources with skill and accuracy~~.
	• evaluate the validity and **credibility** ~~authenticity~~ of **information** ~~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? ◦ **Is contact information provided?** ◦ **Is there a copyright symbol on the page?** ◦ **What is the purpose of the page?** ◦ **What is the date of the most recent publication?**
• **understand the purposeful and responsible use of the Internet.**	
• **understand the importance**	

8.9 The student will find, evaluate, select, and synthesize appropriate resources to produce a research product.
a) Formulate and revise questions about a research topic.
b) Collect and synthesize information from multiple sources.
c) Evaluate and analyze the validity and credibility of resources.
d) Analyze 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) Quote, summarize and paraphrase research findings.
g) Publish findings and respond to feedback.
h) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
i) Demonstrate ethical use of the Internet.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
of evaluating the intent of the author, which may include misinformation, bias, and unsupported assertions. • **understand that there are consequences of plagiarism according to the guidelines established by local school divisions.**	• conduct short research projects to answer a question drawing on several sources and generating questions. • ~~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.~~ • **avoid plagiarism and its consequences by giving credit whenever using another person's media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person's words.**

2017

ENGLISH
Standards of Learning
CURRICULUM FRAMEWORK

Board of Education, Commonwealth of Virginia

~~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 continue to develop proficiency in making planned oral presentations independently and in small groups. They will continue to develop media literacy by producing, analyzing, and evaluating auditory, visual, and written media messages.~~

Students will analyze and interpret the social, commercial, and/or political motives behind media messages. Students will use multimodal tools to create presentations both independently and in small groups. Teachers will emphasize the importance of effective interpersonal communication and collaboration skills that are essential for success in future postsecondary education and workplace environments.

Teacher Notes:

- **Please note presentation skills may differ within classrooms.**
- **Teachers should provide opportunities for students to create interactive multimodal presentations.**
- **Teachers should provide opportunites for small-group analysis and self-analysis of the effectiveness of communication.**
- **Teachers should note that the communication strand should be integrated throughout the year and can be used as part of reading, writing, and research.**
- **Multimodal is the strategic use of two or more interdependent modes of communication where both modes are essential to convey the intended message. For example: graphics, written language, moving images, music, audio, presentation technologies, movement, etc.**

9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.

a) Make strategic use of multimodal tools.

b) Credit information sources.

c) Use vocabulary appropriate to the topic, audience, and purpose.

d) Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.

e) Assume responsibility for specific group tasks.

f) Share responsibility for collaborative work.

g) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

h) Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.

i) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.

j) Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).

k) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~understand that technical and specialized language helps the audience comprehend the content of oral presentations.~~ • understand that verbal techniques are important for effective communication. • ~~understand that crediting sources is important to prevent plagiarism and establish credibility~~. • **understand working effectively with diverse groups, includes:** • **exercising flexibility in making necessary compromises to accomplish**	**To be successful with this standard, students are expected to** • define technical and specialized language to increase clarity **in multimodal presentations** ~~of their oral presentations.~~ • incorporate ~~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~~.**in multimodal 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~~ **word choice** and vocabulary appropriate for situation, audience, topic, and purpose. • ~~demonstrate 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 posture ~~and gestures~~, use natural tone. • analyze and critique the relationship among purpose, audience, and content of presentations.

9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.

a) Make strategic use of multimodal tools.

b) Credit information sources.

c) Use vocabulary appropriate to the topic, audience, and purpose.

d) Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.

e) Assume responsibility for specific group tasks.

f) Share responsibility for collaborative work.

g) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

h) Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.

i) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.

j) Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).

k) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
a common goal. • **defining a team goal and working toward it.** • **treating all ideas respectfully** • **demonstrating respect for others' ideas by acknowledging differing points of view.** • **coming to agreement by seeking consensus.** . • **understand the importance of self-reflection in small-group activities.**	• ~~assess 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 with peers to set ~~rules~~ **guidelines** for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed. • engage others in a conversation by posing and responding to questions in a group situation. • demonstrate 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' information.~~ • 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 media messages.
a) Analyze and interpret special effects used in media messages.
b) Determine the purpose of the media message and its effect on the audience.
c) Analyze the purpose of information and persuasive techniques used in diverse media formats.
d) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
e) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
f) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
g) Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.
h) Monitor, analyze, and use multiple streams of simultaneous information.
i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should	**To be successful with this standard, students are expected to**

• **understand** ~~evaluate~~ how special effects are employed in a multimedia message to persuade the viewer.
• comprehend persuasive language and word connotations to convey viewpoint and bias.
• **understand that media messages are constructed based on varying opinions, values, and viewpoints.**
• **recognize that all media messages are constructed and that to understand the whole meaning of the message they should be**
	• create and publish media messages, such as public service announcements aimed at a variety of audiences and with different purposes.
	• **identify and deconstruct elements of media literacy including: authorship, format, audience, content, purpose.**
	• **analyze author's intended audience and purpose when evaluating media messages.**
	• 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~~ **including but not limited to**:
	  • 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 , **bias, viewpoints, and the effectiveness of persuasive messages** in

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a) Analyze and interpret special effects used in media messages.
b) Determine the purpose of the media message and its effect on the audience.
c) Analyze the purpose of information and persuasive techniques used in diverse media formats.
d) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
e) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
f) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
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ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

deconstructed .	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.~~
	• 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?

9.2 The student will produce, analyze, and evaluate media messages.
a) Analyze and interpret special effects used in media messages.
b) Determine the purpose of the media message and its effect on the audience.
c) Analyze the purpose of information and persuasive techniques used in diverse media formats.
d) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
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i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• What is the purpose of this message? • **avoid plagiarism by giving credit whenever using another person's media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person's words.**

~~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.~~

The student will continue to expand vocabulary using the structural analysis of roots and affixes to understand complex words. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will apply knowledge of literary terms and analyze a variety of genres. In ninth grade there will be an increased emphasis on nonfiction reading, and students will make inferences and draw conclusions using explicit and implied textual evidence. These critical thinking skills are foundational to technical reading and writing and are transferable across all content areas.

Teacher Notes:

- **Teachers should teach a balance of fiction including poetry and nonfiction throughout the academic year.**
  - **Nonfiction texts should include informational, persuasive, and technical texts.**
- **Please note although the strands are developed separately, teachers should seamlessly integrate all strands.**
  - **Thematic units are one approach.**
  - **Teachers should have students write about what they have read.**
- **Vocabulary words should be culled from student reading instead of using random lists and should not be taught in isolation.**
  - **Although the vocabulary standards in high school remain similar, the words studied should increase in complexity according to a variety of texts read. Students in 9th grade should not be studying the same vocabulary as upper classmen will receive. Vocabulary can also be differentiated according to text and level of student.**
  - **There is not a specific list of Greek/Latin roots, or idioms. Teachers may want to consult professional publications.**
  - **Teachers should provide instruction on classical allusions and how they can impact and deepen the meaning of the text.**
- **While whole-group instruction can be centered on a shared text, teachers must also provide opportunities for student choice with both fiction and nonfiction texts.**
- **Although the standard in fiction requires comparing/contrasting details in literary and informational nonfiction texts, teachers should be using paired passages with a variety of texts.**
- **Teachers should include literary texts that fulfill a social or cultural function depending on the time, location, theme and purpose of the author(s) across texts. For example, *To Kill a Mockingbird*, reflects the time of the Civil Rights Movement that compelled people to examine their social perspectives, prejudices, and attitudes resulting in a change in the conscience and laws of a nation.**
- **Teachers should introduce students to longer, more complex texts both on grade level and above.**
- **Teachers should have students refer to the text(s) for support.**
- **Teachers should use fictional and informational texts paired on a common theme or topic and have students compare/contrast.**

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, and antonyms to understand complex words.
b) Use context, structure, and connotations to determine meanings of words and phrases.
c) Discriminate between connotative and denotative meanings and interpret the connotation.
d) Identify the meaning of common idioms.
e) Explain the meaning of literary and classical allusions and figurative language in text.
f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~Recognize~~ **understand** that figurative language enriches text. • understand that word structure aids comprehension of unfamiliar and complex words. • **recognize that words have nuances of meaning including figurative, connotative, and technical that help to determine the appropriate meaning.** • **understand that affixes and Greek and Latin roots are clues to determine meanings of words.** • **understand that context and connotations help determine the meaning of text.** • **understand that allusions**	**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 **new or unfamiliar** 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.~~ **analyze the author's use 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~~ **analyze** figurative language, • ~~word relationships, and~~ demonstrate understanding of connotations in word meanings.

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, and antonyms to understand complex words.** **b) Use context, structure, and connotations to determine meanings of words and phrases.** **c) Discriminate between connotative and denotative meanings and interpret the connotation.** **d) Identify the meaning of common idioms.** **e) Explain the meaning of literary and classical allusions and figurative language in text.** **f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.**	
ESSENTIAL UNDERSTANDINGS	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**
are used to assist readers in providing connections to other works or historical events.	

9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

a) Identify the characteristics that distinguish literary forms.
b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
c) Interpret how themes are connected across texts.
d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
e) Analyze the cultural or social function of a literary text.
f) Explain the relationship between the author's style and literary effect.
g) Explain the influence of historical context on the form, style, and point of view of a written work.
h) Compare and contrast authors' use of literary elements within a variety of genres.
i) Analyze how the author's specific word choices and syntax impact the author's purpose.
j) Make inferences and draw conclusions using references from the text(s) for support.
k) Compare/contrast details in literary and informational nonfiction texts.
l) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

All students should
• understand the relationship between an author's style and literary effect.
• **understand that analysis of a text should be based on text references, not personal opinion.**
• understand an author's use of figurative language to create images, sounds, and effects.
• **understand how dramatic conventions impact a reader's comprehension of a play and are often revealed**
	To be successful with this standard, students are expected to
	• **read paired passages/read across texts to examine author's word choice, theme development, point of view, etc.**
	• ~~identify main idea, purpose, and supporting details.~~
	• ~~provide a summary of the text.~~
	• identify the differing characteristics that distinguish literary forms, including **but not limited to**:
	  ○ narrative ~~– short story, anecdote, character sketch, fable, legend, myth, tall tale,~~ allegory, ~~novel;~~
	  ○ poetry – epic, ~~ballad, sonnet, lyric, elegy, ode~~;
	  ○ drama – ~~comedy, tragedy~~;
	  ○ essay – ~~editorial, journal/diary entry, informative/explanatory essay,~~ analytical essay, ~~speech~~; and ~~narrative~~ **literary** nonfiction, and, ~~– biographies, autobiographies~~ personal essays.
	• identify and analyze elements of dramatic literature:
	  ○ dramatic structure: exposition/initiating event, rising action, complication/conflict, climax, falling

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ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
through staging as well as through narration and dialogue • ~~understand an author's use of structuring techniques to 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 **by culture, society, or current events**	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 among the elements of literature, ~~such as~~ **including but not limited to:** ○ protagonist/**antagonist** 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. • analyze character types, including: dynamic/round character, 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.

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ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

~~either consciously or unconsciously by the ideas, values, and location in which they live.~~
• ~~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).~~
• ~~understand that in dramatic works, setting, mood, characters, plot, and theme are often revealed through staging as well as through narration and dialogue.~~
	• 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 types of figurative language and other literary devices such as **but not limited to**:
	  ○ simile, metaphor, personification, analogy, symbolism, apostrophe, allusion, imagery, paradox, and oxymoron.
	• identify **and analyze** sound devices, including **but not limited to**:
	  ○ rhyme (approximate, end, slant), rhythm, repetition, alliteration, 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,~~

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j) Make inferences and draw conclusions using references from the text(s) for support.
k) Compare/contrast details in literary and informational nonfiction texts.
l) Use reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	~~verse, refrain, and stanza forms couplet, quatrain, sestet, octet (octave).~~ • ~~identify and~~ analyze an author's use of diction ~~(word choice)~~ and syntax to convey ideas and content~~,~~ including but not limited to: ○ rhetorical question, cliché, connotation, denotation, hyperbole, understatement, **overstatement,** irony: dramatic, situational, verbal, dialect, and pun. • **compare and contrast two or more texts on the same topic or with similar themes.** • **use evidence from the text(s) for support when drawing conclusions, making inferences.** • **analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).** • **demonstrate comprehension and apply strategies to write about what is read.**

9.5 The student will read and analyze a variety of nonfiction texts.
a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.
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) Recognize an author's intended purpose for writing and identify the main idea.
e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
f) Identify characteristics of expository, technical, and persuasive texts.
g) Identify a position/argument to be confirmed, disproved, or modified.
h) Evaluate clarity and accuracy of information.
i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.
j) Differentiate between fact and opinion and evaluate their impact.
k) Analyze ideas within and between selections providing textual evidence.
l) Use the reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand that specialized vocabulary is vocabulary that is unique to a specific content, topic, or discipline. • **understand that text features are created purposefully, are an aid to comprehension, and should be used to locate information.** • **understand that an author's credentials and experiences contribute to his viewpoint** • **understand author's viewpoint refers to his bias or subjectivity toward the**	**To be successful with this standard, students are expected to** • identify and infer the main idea from a variety of complex informational text. • **organize and synthesize information from two texts while maintaining the intended purpose of each original 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 use of text features to locate information **including but not limited to**, ~~such as:~~ ° title page; bolded or highlighted words; index; graphics; charts; and headings. • analyze ~~text structures (~~organizational patterns~~)~~ **to aid in comprehension,** including **but not limited to**: ° cause and effect, comparison/contrast, enumeration or listing, sequential or chronological, concept/definition, generalization, and process, **and problem/solution.** • identify an author's position/argument within informational text.

9.5 The student will read and analyze a variety of nonfiction texts.
a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.
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) Recognize an author's intended purpose for writing and identify the main idea.
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k) Analyze ideas within and between selections providing textual evidence.
l) Use the reading strategies to monitor comprehension throughout the reading process.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
subject; a viewpoint can be positive or negative. • **understand that skilled readers of nonfiction texts and technical documents apply different reading strategies.**	• evaluate the clarity and accuracy of information found in informational texts~~, such as manuals, textbooks, business letters, newspapers, etc.~~ • make inferences and draw conclusions from complex informational text. • ~~examine text structures to aid comprehension and analysis of complex, informational texts.~~ • ~~use a variety of reading strategies to self-monitor the reading process.~~ • **demonstrate comprehension and apply strategies to write about what is read.**

~~At the ninth-grade level, students will write narrative, expository, and 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.~~

At the ninth-grade level, students will continue to develop as readers and writers. The student will use the recursive writing process while writing in a variety of forms with an emphasis on analysis and persuasion. Students will write persuasively and analytically using evidence from credible sources and organizational patterns to effectively match the intended audience and purpose. Students will be expected to have greater control over the conventions of writing.

Teacher notes:

- **Teachers should recognize the difference between teaching writing and assigning writing.**
- **Teachers should recognize that there is not a required number of paragraphs or prescribed structure. Requiring students to use a prescribed model (i.e 5 paragraphs) often produces formulaic writing and limits student expression.**
- **Teachers will model the recursive writing process for students, including the use of anchor texts that would be acceptable to both postsecondary education and the workplace.**
- **Teachers should refer to examples of writing in mentor texts.**
- **The focus of writing in ninth grade is persuasion and analysis.**
- **Teachers should integrate grammar with writing instruction throughout the academic year.**
- **Teachers should use student writing to teach editing and peer editing skills.**
- **Teachers should teach students to blend multiple forms of writing and embed narrative techniques.**
    - **Teachers may want to consult professional publications.**
- **Teachers should instruct students in the features of the three domains of writing:**
    - **Composing-focusing on a clear, central idea, providing elaboration, organization, and unity**
    - **Written Expression- sentence variation, selected information, word choice, voice, and tone**
    - **Usage/Mechanics- grammar, punctuation, and usage as appropriate for the grade level**
- **Teachers should utilize writing conferences and portfolios to monitor student progress.**
- **Teachers should provide the opportunity for students to have practice writing on demand, for shorter time frames, and over extended periods of time.**
- **Teachers should provide opportunities for student choice with topic, audience, and purpose.**

9.6 The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.

a) Engage in writing as a recursive process.
b) Plan, organize, and write for a variety of audiences and purposes.
c) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
d) Blend multiple forms of writing including embedding a narrative to produce effective essays.
e) Communicate clearly the purpose of the writing using a thesis statement.
f) Compose a thesis for persuasive writing that advocates a position.
g) Clearly state and defend a position using reasons and evidence from credible sources as support.
h) Identify counterclaims and provide counter - arguments.
i) Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.
j) Use textual evidence to compare and contrast multiple texts.
k) Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.
l) Revise writing for clarity of content, accuracy, and depth of information.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

All students should
• **understand that writing requires a recursive process that includes planning, drafting, revising, editing, and publishing.**
• **understand that writing should be purposefully crafted with attention to deliberate word choice, precise information and vocabulary.**
• **understand that voice and tone must be developed with awareness of audience and purpose.**
• ~~understand that writing is a~~
	To be successful with this standard, students are expected to
	• use prewriting strategies and organize 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.~~
	• demonstrate the purpose of writing as narrative, persuasive, expository, **reflective** or analytical.
	• write reflectively to explain and analyze a text, a presentation, an experience, a skill, or event
	• **Three examples of reflective writing include:**
	  ○ **Technical – which includes what worked or did not work and why, problem-solving techniques, and theories that were used or tested.**
	  ○ **Collaborative – which is centered on team dynamics; how everyone worked together and why, and what worked or did not work and why.**
	  ○ **Individual - What did I learn, how did I learn it, and what could I have done better?**
	• **develop** and apply **embedded** narrative techniques, ~~such as dialogue, description, and pacing to develop experiences or characters~~ **to enhance writing.**
	• ~~write using a clear, focused thesis that addresses the purpose for writing.~~

9.6 The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.

a) Engage in writing as a recursive process.
b) Plan, organize, and write for a variety of audiences and purposes.
c) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
d) Blend multiple forms of writing including embedding a narrative to produce effective essays.
e) Communicate clearly the purpose of the writing using a thesis statement.
f) Compose a thesis for persuasive writing that advocates a position.
g) Clearly state and defend a position using reasons and evidence from credible sources as support.
h) Identify counterclaims and provide counter - arguments.
i) Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.
j) Use textual evidence to compare and contrast multiple texts.
k) Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.
l) Revise writing for clarity of content, accuracy, and depth of information.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
~~process.~~ • ~~understand the importance of audience, purpose and point of view when writing.~~ • recognize the importance of maintaining a formal style and objective tone in academic writing.	• **create a thesis statement that focuses the essay, expresses the writer's position in an argument, or explains the purpose of the essay**. • ~~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 embedded clauses for sentence variety.** • ~~use specific vocabulary and information.~~ • ~~use precise language to convey a vivid picture.~~ • ~~develop the topic with appropriate information, details, and examples.~~ • **write persuasively organizing reasons logically and effectively.** • **analyze sources and determine the best information to support a position/argument.** • **utilize credible, current research and expert opinions to support a position/argument.** • **identify counterclaims and identify counter-arguments that address claims.** • **compare/contrast and select evidence from multiple texts to strengthen a position/argument.**

9.6 The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.

a) Engage in writing as a recursive process.
b) Plan, organize, and write for a variety of audiences and purposes.
c) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
d) Blend multiple forms of writing including embedding a narrative to produce effective essays.
e) Communicate clearly the purpose of the writing using a thesis statement.
f) Compose a thesis for persuasive writing that advocates a position.
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h) Identify counterclaims and provide counter - arguments.
i) Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.
j) Use textual evidence to compare and contrast multiple texts.
k) Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.
l) Revise writing for clarity of content, accuracy, and depth of information.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• ~~arrange paragraphs into a logical progression using appropriate words or phrases to signal organizational pattern and transitions between ideas.~~ • **select and use the organizational pattern(s) to effectively match the intended audience and purpose.** • revise writing for clarity, content, ~~depth~~ **quality** of information, and intended audience and purpose. • ~~use computer technology to assist in the writing process.~~

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

a) Use parallel structure across sentences and paragraphs.
b) Use appositives, main clauses, and subordinate clauses.
c) Use commas and semicolons to distinguish and divide main and subordinate clauses.
d) Distinguish between active and passive voice.
e) Use a variety of sentence structures to infuse sentence variety in writing.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand that grammatical and syntactical choices convey a writer's message. • ~~recognize 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** • **differentiate between active and passive voice.** • ~~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 **to** ~~when~~: link~~ing~~ coordinate ideas; ~~comparing or contrasting~~ **compare/contrast ideas**; and link~~ing~~ 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

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

a) Use parallel structure across sentences and paragraphs.
b) Use appositives, main clauses, and subordinate clauses.
c) Use commas and semicolons to distinguish and divide main and subordinate clauses.
d) Distinguish between active and passive voice.
e) Use a variety of sentence structures to infuse sentence variety in writing.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
~~independent clauses, and a variety of phrases to show sentence variety.~~	closely related independent clauses. • ~~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, 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. They will use a standard style method to credit sources of ideas used and will demonstrate clear understanding of grammatical conventions through the application of rules for correct use of language, spelling, and mechanics.~~

At the ninth-grade level, students will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions and possible bias. Students will evaluate the validity and authenticity of sources, and students will apply research techniques to quote, summarize, paraphrase, and embed findings. In addition, students will learn to cite sources using either MLA or APA style sheet and follow ethical and legal guidelines for gathering and using information. Teachers will encourage the development of research skills that are foundational to effective critical thinking and responsible use of information necessary for success in future postsecondary education and workplace environments.

Teacher Notes:

- **Teachers should note that research can be individual, collaborative, cross-curricular, and integrated throughout the year.**
- **Research products can vary from small informative pieces to large multimodal presentations.**
- **Teachers will teach students how to embed information correctly into research products.**
- **Teachers should utilize librarian/media specialist's assistance in teaching the research process.**
- **Teachers will make students aware of possible consequences of plagiarism.**
- **Teachers should emphasize giving credit to all sources used when gathering information including music, graphics, and another person's media.**
- **Teachers will have students demonstrate responsible use of the Internet.**

9.8 The student will find, evaluate, and select credible resources to create a research product.

a) Verify the validity and accuracy of all information.

b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.

c) Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.

d) Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.

f) Demonstrate ethical use of the Internet.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

All students should
• understand the format for citing sources of information.
• understand that using a standard form of documentation legally protects the intellectual property of writers.
• understand that using multiple sources of information produces a more complete understanding of a topic.
• **understand that plagiarism is the act of presenting someone else's work as one's own.**
• **understand to avoid plagiarism, credit must be given when using another person's ideas, opinions, facts, statistics, or graphics.**
	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 topic by :
	  ○ identifying audience;
	  ○ identifying purpose;
	  ○ ~~identifying useful search terms~~; and
	  ○ combining search terms effectively.
	• **review** ~~scan~~ research information and select resources based upon reliability, accuracy, and relevance to the purpose of the research.
	• differentiate between reliable and unreliable resources.
	• question the validity and **credibility** ~~accuracy~~ of information:
	  ○ ~~Who is the author or sponsor of the page?~~
	  ○ ~~**Are there obvious reasons for bias?**~~ **Is the source free from bias? Does the writer have something to gain from his opinion**?
	  ○ ~~**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?

9.8 The student will find, evaluate, and select credible resources to create a research product.

a) Verify the validity and accuracy of all information.

b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.

c) Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.

d) Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.

f) Demonstrate ethical use of the Internet.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• **understand the purposeful and responsible use of the Internet.** • **understand the importance of evaluating the intent of the author, which may include misinformation, bias, and unsupported assertions.** • **understand that there are consequences of plagiarism according to the guidelines established by local school divisions and the law.** • **understand the ethical issues and responsibility of documentation in research.**	○ **Does the information contain facts for support?** • 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, **illustrator, or creator** 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. • ~~distinguish one's own ideas from information created or discovered by others.~~ • use a **current** style sheet, such as MLA or APA, to cite sources.

2017

ENGLISH
Standards of Learning
CURRICULUM FRAMEWORK

Board of Education, Commonwealth of Virginia

~~At the tenth-grade level, students will become skilled communicators in small-group learning activities. 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.~~

The student will create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. Students will continue to use multimodal tools to create presentations both independently and in small groups. The tenth-grade student will continue to become a skilled communicator, working both independently and in collaborative groups while presenting alternate views and working toward common goals. Teachers will emphasize the importance of effective interpersonal communication and collaboration skills that are essential for success in future postsecondary education and workplace environments.

Teacher Notes:

- **Please note presentation skills may differ within classrooms.**
- **Teachers should provide opportunities for students to create interactive multimodal presentations.**
- **Teachers should provide opportunites for small-group analysis and self-analysis of the effectiveness of communication.**
- **Teachers should provide opportunities for students to collaborate to solve problems.**
- **Teachers should note that the communication strand should be integrated throughout the year and can be used as part of reading, writing, and research.**
- **Multimodal is the strategic use of two or more interdependent modes of communication where both modes are essential to convey the intended message. For example: graphics, written language, moving images, music, audio, presentation technologies, movement, etc.**

10.1 The student will make planned multimodal, interactive presentations collaboratively and individually.

a) Make strategic use of multimodal tools.

b) Credit information sources.

c) Demonstrate the ability to work effectively with diverse teams including setting rules and goals for group work such as coming to informal consensus, taking votes on key issues, and presenting alternate views.

d) Assume responsibility for specific group tasks.

e) Include all group members and value individual contributions made by each group member.

f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

g) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.

h) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.

i) Access, critically evaluate, and use information accurately to solve problems.

j) Use reflection to evaluate one's own role and the group process in small-group activities.

k) Evaluate a speaker's point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand that small group collaboration exists beyond the classroom and the~~ir~~ ability to effectively participate is an essential skill. • **understand that verbal and nonverbal techniques are important for effective communication.** • **understand working effectively with diverse groups, includes:** ○ **exercising flexibility in making necessary**	**To be successful with this standard, students are expected to** • assume shared responsibility for collaborative work. • collaborate with peers to set **guidelines** ~~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 active listening through use of appropriate facial expressions **and** posture~~, and gestures~~. • engage others in a conversation by posing and responding to questions in a group situation. • **examine and evaluate strengths and weaknesses when participating in small-group presentations.** • **evaluate the overall effectiveness of a group's preparation and presentation.** • ~~exercise flexibility and willingness in~~ **make** ~~making~~ compromises to accomplish ~~a~~ common goal(s) **and reach consensus**. • **evaluate the content of presentation(s) including introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion.**

10.1 The student will make planned multimodal, interactive presentations collaboratively and individually.

a) Make strategic use of multimodal tools.

b) Credit information sources.

c) Demonstrate the ability to work effectively with diverse teams including setting rules and goals for group work such as coming to informal consensus, taking votes on key issues, and presenting alternate views.

d) Assume responsibility for specific group tasks.

e) Include all group members and value individual contributions made by each group member.

f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

g) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.

h) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.

i) Access, critically evaluate, and use information accurately to solve problems.

j) Use reflection to evaluate one's own role and the group process in small-group activities.

k) Evaluate a speaker's point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
compromises to accomplish a common goal; ○ **defining a team goal and working toward it;** ○ **treating all ideas respectfully;** ○ **demonstrating respect for others' ideas by acknowledging differing points of view; and coming to agreement by seeking consensus.**	• ~~use grammatically correct language~~.

10.1 The student will make planned multimodal, interactive presentations collaboratively and individually.

a) Make strategic use of multimodal tools.

b) Credit information sources.

c) Demonstrate the ability to work effectively with diverse teams including setting rules and goals for group work such as coming to informal consensus, taking votes on key issues, and presenting alternate views.

d) Assume responsibility for specific group tasks.

e) Include all group members and value individual contributions made by each group member.

f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

g) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.

h) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.

i) Access, critically evaluate, and use information accurately to solve problems.

j) Use reflection to evaluate one's own role and the group process in small-group activities.

k) Evaluate a speaker's point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• **understand the importance of self-reflection in small-group activities.**	

10.2 The student will examine, analyze, and produce media messages.
a) Create media messages for diverse audiences.
b) Credit information sources.
c) Evaluate sources for relationships between intent, factual content, and opinion.
d) Analyze the impact of selected media formats on meaning.
e) Analyze the purpose of information and persuasive techniques used in diverse media formats.
f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
g) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
h) Monitor, analyze, and use multiple streams of simultaneous information.
i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
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~~ **comprehend how** the purposeful use of persuasive language and word connotations convey viewpoint and bias. • **understand the difference between *objectivity*, or fact, and *subjectivity*, or bias, in media messages.**	**To be successful with this standard, students are expected to** • identify and analyze the sources and viewpoint of publications **including advertisements, editorials, blogs, and websites**. • 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. • **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 but not limited to:** ~~o~~ **ad hominem, red herring, straw man , begging the question, testimonial, ethical appeal~~,~~ emotional appeal and logical appeal.** • **avoid plagiarism by giving credit whenever using another person's media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person's words.** • **analyze media to determine the cause/ effect relationship(s) between media coverage and public opinion trends.**

10.2 The student will examine, analyze, and produce media messages.
a) Create media messages for diverse audiences.
b) Credit information sources.
c) Evaluate sources for relationships between intent, factual content, and opinion.
d) Analyze the impact of selected media formats on meaning.
e) Analyze the purpose of information and persuasive techniques used in diverse media formats.
f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
g) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
h) Monitor, analyze, and use multiple streams of simultaneous information.
i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• **understand how special effects are employed in media messages to persuade viewers.** • **recognize that each media message is constructed and that to understand the whole meaning of the message it must be deconstructed.**	

~~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 nonfiction materials. Students 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.~~

The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. There is a sustained emphasis on reading comprehension by comparing fiction and nonfiction texts. Students will analyze the cultural and social function and universal themes of fictional texts from different cultures. Tenth grade students will analyze and synthesize information from nonfiction texts to solve problems, answer questions, and generate new knowledge. These critical thinking skills are foundational to technical reading and writing and are transferable across all content areas. *The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.*

Teacher Notes:

- **Teachers should teach a balance of fiction including poetry and nonfiction throughout the academic year.**
  - **Nonfiction texts should include informational, persuasive, and technical texts.**
- **Please note although the strands are developed separately, teachers should seamlessly integrate all strands.**
  - **Thematic units are one approach.**
  - **Teachers should have students write about what they have read.**
- **Vocabulary words should be culled from student reading instead of using random lists and should not be taught in isolation.**
  - **Although the vocabulary standards in high school remain similar, the words studied should increase in complexity according to a variety of texts read. Vocabulary can also be differentiated according to text, and level of student.**
  - **There is not a specific list of Greek/Latin roots, or idioms. Teachers may want to consult professional publications.**
  - **Teachers should provide instruction on classical allusions and how they can impact and deepen the meaning of the text.**
- **While whole-group instruction can be centered on a shared text, teachers must also provide opportunities for student choice with both fiction and nonfiction texts.**
- **Although the standard in fiction requires comparing/contrasting details in literary and informational nonfiction texts, teachers should be using paired passages with a variety of texts.**
- **A list of poetic elements and techniques and literary devices is included in the Essential Knowledge, Skills, and Processes column for English SOL 9.4.**
- **Teachers should include literary texts that fulfill a social or cultural function depending on the time, location, theme and purpose of the author(s) across texts. For example, *Things Fall Apart*, focuses on the clash of cultures in an African country centered on a prodigal son brought down by hubris.**
- **Teachers should introduce students to longer, more complex texts both on grade level and above.**
- **Teachers should have students refer to the text(s) for support.**
- **Teachers should use fictional and informational texts paired on a common theme or topic and have students compare/contrast.**

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, and antonyms, to understand complex words.
b) Use context, structure, and connotations to determine meanings of words and phrases.
c) Discriminate between connotative and denotative meanings and interpret the connotation.
d) Explain the meaning of common idioms.
e) Explain the meaning of literary and classical allusions and figurative language in text.
f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~use word structure to analyze and relate words.~~ • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. • ~~Recognize~~ **understand** that figurative language enriches text. • **understand that word structure aids comprehension of unfamiliar and complex words.** • **understand that affixes and Greek and Latin roots are clues to determine meanings of words.** • **understand that context and**	**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 **and explain common** idioms. • use prior reading knowledge and other study to identify **and explain** 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, and antonyms, to understand complex words.** **b) Use context, structure, and connotations to determine meanings of words and phrases.** **c) Discriminate between connotative and denotative meanings and interpret the connotation.** **d) Explain the meaning of common idioms.** **e) Explain the meaning of literary and classical allusions and figurative language in text.** **f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.**	
ESSENTIAL UNDERSTANDINGS	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**
connotations help determine the meaning of text . • **understand that allusions are used to assist readers in providing connections to other works or historical events.**	

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

a) Make inferences and draw conclusions using references from the text(s) for support.

b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.

c) Interpret the cultural or social function of world and ethnic literature.

d) Analyze universal themes prevalent in the literature of different cultures.

e) Examine a literary selection from several critical perspectives.

f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

g) Interpret how themes are connected within and across texts.

h) Explain the influence of historical context on the form, style, and point of view of ~~a~~ literary text(s).

i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.

j) Compare/contrast details in literary and informational nonfiction texts.

k) Compare and contrast how 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.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~understand that poets use techniques to evoke emotion in the reader.~~ • understand that literature is universal and influenced by different cultures and eras. • **understand that analysis of a text should be based on textual evidence not personal opinion.** • ~~analyze how an author achieves specific effects and purposes using literary devices and figurative~~	**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.~~ • **analyze and critique themes across texts and within various social, cultural, and historical contexts.** • compare and contrast a variety of literary works from different cultures and eras, including **but not limited to**: short stories, poems, plays, novels, essays, and ~~narrative~~ **literary** nonfiction. • explain similarities and differences among literary genres from different cultures, such as **including but not limited to**: ~~haikus,~~ sonnets, ~~fables,~~ myths, novels, graphic novels; and short stories. • analyze the different ~~functions that~~ character **roles** ~~play~~ in ~~a~~ literary texts (e.g., ~~antagonist, protagonist,~~ foil, tragic hero).

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

a) Make inferences and draw conclusions using references from the text(s) for support.

b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.

c) Interpret the cultural or social function of world and ethnic literature.

d) Analyze universal themes prevalent in the literature of different cultures.

e) Examine a literary selection from several critical perspectives.

f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

g) Interpret how themes are connected within and across texts.

h) Explain the influence of historical context on the form, style, and point of view of ~~a~~ literary text(s).

i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.

j) Compare/contrast details in literary and informational nonfiction texts.

k) Compare and contrast how 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.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
~~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).~~ • ~~Evaluate how asides, monologues, and soliloquies focus on single characters, giving insight into their thinking and providing the~~	• analyze how **indirect characterization** ~~relationships among a character's actions, dialogue, physical attributes, thoughts, feelings, and other characters~~ reveal(s) nuances of character ~~(e.g., beliefs, values, social class, and gender roles)~~ and advances the plot. • **analyze** ~~identify~~ universal themes, ~~such as~~ **including but not limited to**: 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 progress, power of nature, alienation and isolation, honoring the historical past, 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 archetypes that pervade literature~~, such as the~~ **including but not limited to**: hero/heroine; trickster; ~~faithful companion~~; outsider/outcast; rugged individualist; shrew/**vampiric male;** innocent;~~ villain;~~ caretaker; ~~Earth mother~~; rebel; misfit; ~~mother/father figure~~; ~~monster/villain~~; scapegoat; ~~and~~ lonely orphan. • examine a literary selection from several different critical perspectives.

10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.
a) Make inferences and draw conclusions using references from the text(s) for support.
b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
c) Interpret the cultural or social function of world and ethnic literature.
d) Analyze universal themes prevalent in the literature of different cultures.
e) Examine a literary selection from several critical perspectives.
f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
g) Interpret how themes are connected within and across texts.
h) Explain the influence of historical context on the form, style, and point of view of ~~a~~ literary text(s).
i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.
j) Compare/contrast details in literary and informational nonfiction texts.
k) Compare and contrast how 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.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
~~audience with a deeper understanding of the play.~~ • **understand how dramatic conventions can provide the audience with a deeper understanding of the play** • understand rhyme, rhythm, and sound elements. • ~~understand techniques poets use to evoke emotion in the reader.~~ • **Understand that writers use techniques and literary devices to evoke emotion in the reader.** • ~~demonstrate understanding of~~	• 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). • 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 media.~~ • compare and contrast literary devices **that** ~~in order to~~ convey a poem's message and elicit a reader's emotions. • interpret and paraphrase the meanings of selected poems. • ~~analyze the use of dialogue, special effects, music, and set to interpret characters.~~ • identify and describe dramatic conventions. • **compare and contrast two or more texts on the same topic or with similar themes.**

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

a) Make inferences and draw conclusions using references from the text(s) for support.

b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.

c) Interpret the cultural or social function of world and ethnic literature.

d) Analyze universal themes prevalent in the literature of different cultures.

e) Examine a literary selection from several critical perspectives.

f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

g) Interpret how themes are connected within and across texts.

h) Explain the influence of historical context on the form, style, and point of view of ~~a~~ literary text(s).

i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.

j) Compare/contrast details in literary and informational nonfiction texts.

k) Compare and contrast how 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.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
~~selected poems.~~	• **use evidence from the text(s) for support when drawing conclusions, making inferences.** • **demonstrate comprehension and apply strategies to write about what is read.**

10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.
a) Analyze text features and organizational patterns to evaluate the meaning of texts.
b) Recognize an author's intended audience and purpose for writing.
c) Skim materials to develop an overview and locate information.
d) Compare and contrast informational texts for intent and content.
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) Analyze ideas within and between selections providing textual evidence.
i) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
j) Use reading strategies throughout the reading process to monitor comprehension.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • **understand that skilled readers of nonfiction texts and technical documents apply different reading strategies.** • ~~understand that background knowledge may be necessary to understand handbooks and manuals~~. • understand ~~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.~~	**To be successful with this standard, students are expected to** • identify the different formats and purposes of informational and technical texts. • **analyze and synthesize information from multiple texts while maintaining the intended purpose of each original text.** • **analyze the vocabulary (jargon, technical terminology, and content-specific) and ideas of informational texts from various academic disciplines in order to clarify understandings of concepts.** • **recognize the non-linear, fragmented, and graphic elements found in informational and technical writing.** • **analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.** • 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 **texts** ~~passages~~. • ~~locate specific information in manuals or other informational sources by using strategies such as skimming, summarizing, and highlighting~~.

10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.
a) Analyze text features and organizational patterns to evaluate the meaning of texts.
b) Recognize an author's intended audience and purpose for writing.
c) Skim materials to develop an overview and locate information.
d) Compare and contrast informational texts for intent and content.
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) Analyze ideas within and between selections providing textual evidence.
i) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
j) Use reading strategies throughout the reading process to monitor comprehension.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• ~~understand reading strategies and in particular, how they are used to locate specific information in informational text.~~	• interpret and **analyze** ~~understand~~ information presented in maps, charts, timelines, tables, and diagrams • make inferences and draw conclusions from **complex** informational texts. • ~~synthesize information across multiple informational texts.~~ • **demonstrate comprehension and apply strategies to write about what is read.**

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

At the tenth-grade level, students will continue to develop as readers and writers. The student will use the recursive writing process while writing in a variety of forms with an emphasis on analysis and persuasion. Students will write persuasively and analytically synthesizing evidence from credible sources and use organizational patterns to effectively match the intended audience and purpose. Students will be expected to have greater control over the conventions of writing and write and revise to a standard acceptable both in the workplace and postsecondary education.

Teacher notes:

- **The focus of writing in tenth grade is persuasion and analysis.**
- **Teachers should recognize the difference between teaching writing and assigning writing.**
- **Teachers should recognize that there is not a required number of paragraphs or prescribed structure. Requiring students to use a prescribed model (i.e. 5 paragraphs) often produces formulaic writing and limits student expression.**
- **Teachers will model the recursive writing process for students.**
- **Teachers should reference quality writing in published works as models.**
- **The focus of writing in tenth grade is persuasion and analysis.**
- **Teachers will integrate grammar with writing instruction throughout the academic year.**
- **Teachers will use student writing to teach editing and peer editing skills.**
- **Teachers will teach students to blend multiple forms of writing and embed narrative techniques.**
    - **Teachers may want to consult professional publications.**
- **Teachers will instruct students in the features of the three domains of writing:**
    - **Composing-focusing on a clear, central idea, providing elaboration, organization, and unity**
    - **Written Expression- sentence variation, selected information, word choice, voice, and tone**
    - **Usage/Mechanics- grammar, punctuation, and usage as appropriate for the grade level**
- **Teachers will utilize writing conferences and portfolios to monitor student progress.**
- **Teachers will provide the opportunity for students to have practice writing on demand, for shorter time frames, and over extended periods of time.**
- **Teachers should provide opportunities for student choice with topic, audience, and purpose.**

10.6 The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis.

a) Engage in writing as a recursive process.
b) Plan and organize writing to address a specific audience and purpose.
c) Adjust writing content, technique, and voice for a variety of audiences and purposes.
d) Communicate clearly the purpose of the writing using a thesis statement.
e) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
f) Compose a thesis statement for persuasive writing that advocates a position.
g) Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.
h) Identify counterclaims and provide counter - arguments.
i) Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.
j) Blend multiple forms of writing including embedding a narrative to produce effective essays.
k) Elaborate ideas clearly through word choice.
l) Use textual evidence to compare and contrast multiple texts.
m) Revise writing for clarity of content, accuracy, and depth of information.
n) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • **understand that writing requires a recursive process that includes planning, drafting, revising, editing, and publishing.** • **understand that writing should be purposefully crafted with attention to deliberate word choice, precise information.** • **understand the features of the domains of writing including composing,**	**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; or define ideas and concepts.~~ • ~~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.~~ • ~~use visual and sensory language as needed for effect.~~ • ~~vary sentence structures for effect.~~

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ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
written expression, and usage/mechanics are essential to quality writing. • **understand that voice and tone must be developed with awareness of audience and purpose.** • ~~understand that writing is a process.~~ • ~~understand expository and analytical texts and develop products that reflect that understanding.~~ • ~~understand effective~~	• ~~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.~~ • **demonstrate the purpose of writing as narrative, persuasive, expository, reflective or analytical.** • **develop and apply embedded narrative techniques, such as dialogue, description, and pacing to develop experiences or characters and enhance writing.** • **create a thesis statement that focuses the essay, expresses the writer's position in an argument, or explains the purpose of the essay.** • **use effective rhetorical appeals, to establish credibility and persuade intended audience.** • **use embedded clauses for sentence variety.** • **write persuasively organizing reasons logically and effectively.**

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ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
~~organizational patterns.~~	• **analyze sources and determine the best information to support a position/argument.** • **utilize credible, current research and expert opinions to support a position/argument.** • **identify counterclaims and use counter-arguments that address claims.** • **compare/contrast and select evidence from multiple texts to strengthen a position/argument.** • **use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation.** • **revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education.** • 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 problem/solution.~~ • ~~evaluate analytical writing by examining and understanding how individual parts of the text relate to~~

10.6 The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis.

a) Engage in writing as a recursive process.
b) Plan and organize writing to address a specific audience and purpose.
c) Adjust writing content, technique, and voice for a variety of audiences and purposes.
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k) Elaborate ideas clearly through word choice.
l) Use textual evidence to compare and contrast multiple texts.
m) Revise writing for clarity of content, accuracy, and depth of information.
n) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	~~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~~. • ~~use computer technology to assist in the writing process.~~

10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

a) Use parallel structure across sentences and paragraphs.
b) Use complex sentence structure to infuse sentence variety in writing.
c) Distinguish between active and passive voice.
d) Use colons correctly.
e) Analyze the writing of others and suggest how writing might be improved.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand that grammatical and syntactical choices convey a writer's message. • **understand** ~~recognize~~ 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~~. • understand how writers use organization and details to communicate their purposes.	**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.~~ • **edit and revise for parallel structure and complex sentences.** • ~~use direct quotations in their writing, applying MLA or APA style for punctuation and formatting.~~ • use peer- and self-evaluation to edit writing. • proofread and prepare **writing** ~~final product~~ for intended audience and purpose. • correct grammatical ~~or~~ **and** usage errors.

~~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.~~

At the tenth-grade level, students will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions and possible bias. They will evaluate the validity and authenticity of sources, and they will apply research techniques to quote, summarize, paraphrase, and embed findings. In addition, they will cite sources using either MLA or APA style sheet and follow ethical and legal guidelines for gathering and using information. Teachers will encourage the development of research skills that are foundational to effective critical thinking and responsible use of information necessary for success in future postsecondary education and workplace environments.

Teacher Notes:

- **Teachers should note that research can be individual, collaborative, cross-curricular, and integrated throughout the year.**
- **Research products should vary from small informative pieces to large multimodal presentations throughout the academic year.**
- **Teachers will teach students how to embed information correctly into research products.**
- **Teachers should utilize librarian/media specialist's assistance in teaching the research process.**
- **Teachers will make students aware of possible consequences of plagiarism.**
- **Teachers will emphasize giving credit to all sources used when gathering information including music, graphics, and another person's media.**
- **Teachers will have students demonstrate responsible use of the Internet.**

10.8 The student will find, evaluate, and select credible resources to create a research product.

a) Verify the accuracy, validity, and usefulness of information.

b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

c) Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.

d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

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

f) Demonstrate ethical use of the Internet.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~understand the steps involved in organizing information gathered from research.~~ • ~~verify the accuracy and usefulness 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.~~ • **understand that using a standard form of documentation legally protects the intellectual property of writers.** • **understand to avoid plagiarism, credit must be given when using another person's ideas,**	**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, **claims, and counterclaims**. • organize information 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.~~ • evaluate sources for their credibility, reliability, **accuracy** ~~strengths~~, and limitations. • ~~demonstrate ability to distinguish between reliable and unreliable sources.~~ • ~~distinguish one's own ideas from information created or discovered by others.~~ • 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.~~

10.8 The student will find, evaluate, and select credible resources to create a research product.

a) Verify the accuracy, validity, and usefulness of information.

b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

c) Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.

d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

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

f) Demonstrate ethical use of the Internet.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
opinions, facts, statistics, or graphics. • **understand the purposeful and responsible use of the Internet.** • **understand the importance of evaluating the intent of the author, which may include misinformation, bias, and unsupported assertions.** • **understand that there are consequences of plagiarism according to the guidelines established by local school divisions and the law.** • **understand the ethical issues and responsibility of documentation in research.**	

2017

ENGLISH
Standards of Learning
CURRICULUM FRAMEWORK

Board of Education, Commonwealth of Virginia

~~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.~~

The student will create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. Students will create persuasive multimodal presentations that address alternative perspectives. The eleventh-grade student continues to build communication skills working both independently and in collaborative groups. Students will continue to demonstrate the ability to work within collaborative groups while presenting alternate views and working toward common goals. Teachers will emphasize the importance of effective interpersonal communication and collaboration skills that are essential for success in future postsecondary education and workplace environments.

Teacher Notes:

- **Please note presentation skills may differ within classrooms.**
- **Teachers should provide opportunities for students to create interactive multimodal presentations.**
- **Teachers should provide opportunites for small-group analysis and self-analysis of the effectiveness of communication.**
- **Teachers should note that the communication strand should be integrated throughout the year and can be used as part of reading, writing, and research.**
- **Teachers should provide opportunities for students to collaborate to solve problems.**
- **Multimodal is the strategic use of two or more interdependent modes of communication where both modes are essential to convey the intended message. For example: graphics, written language, moving images, music, audio, presentation technologies, movement, etc.**

11.1 The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.

a) Select and effectively use multimodal tools to design and develop presentation content.
b) Credit information sources.
c) Demonstrate the ability to work collaboratively with diverse teams.
d) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
e) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
f) Anticipate and address alternative or opposing perspectives and counterclaims.
g) Evaluate the various techniques used to construct arguments in multimodal presentations.
h) Use vocabulary appropriate to the topic, audience, and purpose.
i) Evaluate effectiveness of multimodal presentations.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
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.~~ • **recognize rhetoric as the art of persuasion and argument** • ~~identify speech appropriate for audience, topic, and situation.~~ • ~~understand effective oral delivery techniques.~~ • **understand how to** 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~~ **effective multimodal** 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~~ **presentation** skills to convince an audience. • make ~~oral~~ **purposeful** language choices based on ~~predictions of target~~ **topic,** audience, **and situation.** ~~response.~~ • **make choices based on predicted audience response.** • listen actively by asking clarifying and elaborating questions. • ~~develop effective multimedia presentations~~. • ~~demonstrate mastery of content through small group collaboration.~~

11.1 The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.

a) Select and effectively use multimodal tools to design and develop presentation content.
b) Credit information sources.
c) Demonstrate the ability to work collaboratively with diverse teams.
d) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
e) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
f) Anticipate and address alternative or opposing perspectives and counterclaims.
g) Evaluate the various techniques used to construct arguments in multimodal presentations.
h) Use vocabulary appropriate to the topic, audience, and purpose.
i) Evaluate effectiveness of multimodal presentations.

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, conclusion.
	  ° rhetorical devices, ~~such as~~ **including but not limited to:** call to action, loaded and elevated language, rhetorical question, appeal to emotion, repetition, figurative language, addressing counterclaims.
	• 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) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
b) Create media messages with a specific point of view.
c) Evaluate media sources for relationships between intent and content.
d) Analyze the impact of selected media formats on meaning.
e) Determine the author's purpose and intended effect on the audience for media messages.
f) Manage, analyze, and synthesize multiple streams of simultaneous information.
g) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
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. • **comprehend** the purposeful use of persuasive language and **how** word connotations 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~~) and 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.).~~ • **analyze media to determine the cause/ effect relationship(s) between media coverage and public opinion trends.** • **analyze how the media's use of symbol, imagery, and metaphor affects the message.** • **avoid plagiarism by giving credit whenever using another person's media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person's words.**

~~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.~~

The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. In eleventh grade, there is a sustained emphasis on reading comprehension of fiction and nonfiction texts. Students will conduct comparative analyses of multiple texts that address the same topic to determine how authors reach similar or different conclusions. The students will examine and analyze fiction texts by American authors describing the contributions of other cultures and identifying prevalent themes and characterizations, which are reflective of American history and culture.

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

Teacher Notes:

- **Teachers should teach a balance of fiction including poetry and nonfiction throughout the academic year.**
  - **Nonfiction texts should include informational, persuasive, technical texts, and employment documents.**
  - **Fiction texts should include novels, short stories, poetry, drama, and literary nonfiction which employs the elements of fiction.**
- **Please note although the strands are developed separately, teachers should seamlessly integrate all strands.**
  - **Thematic units are one approach.**
  - **Teachers should have students write about what they have read.**
- **Vocabulary words should be culled from student reading instead of using random lists and should not be taught in isolation.**
  - **Although the vocabulary standards in high school remain similar, the word study should increase in complexity according to a variety of texts read. Vocabulary can also be differentiated according to text and level of student.**
  - **There is not a specific list of Greek/Latin roots, or idioms. Teachers may want to consult professional publications.**
  - **Teachers should provide instruction on classical allusions and how they can affect and deepen the meaning of the text.**
- **While whole-group instruction can be centered on a shared text, teachers must also provide opportunities for student choice with both fiction and nonfiction texts.**
- **Although the standard in fiction requires comparing/contrasting details in literary and informational nonfiction texts, teachers should be using paired passages with a variety of texts.**
- **Teachers should include literary texts that fulfill a social or cultural function depending on the time, location, theme and purpose of the author(s) across texts. For example, *The Grapes of Wrath*, which focuses on the plight of migrant farmers, affected the conscience of a nation and helped laws to change.**
- **Teachers should introduce students to longer, more complex texts both on grade level and above.**
- **Teachers should have students refer to the text(s) for support.**
- **Teachers should use fictional and informational texts paired on a common theme or topic and have students compare/contrast.**

- **Teachers should refer and deepen their understanding of the list of poetic elements and techniques and literary devices included in the Essential Knowledge, Skills, and Processes column for English SOL 9.4.**
- **Teachers will require the use of analytical and critical thinking skills to achieve the level expected in postsecondary education and the workplace.**

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, and antonyms to understand complex words.
b) Use context, structure, and connotations to determine meanings of words and phrases.
c) Discriminate between connotative and denotative meanings and interpret the connotation.
d) Explain the meaning of common idioms.
e) Explain the meaning of literary and classical allusions and figurative language in text.
f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~use word structure to analyze and relate words~~. • recognize that words have nuances of meaning and that understanding the connotations **and context** may be necessary to determine the appropriate meaning. • recognize that figurative language enriches text. • understand that word structure aids comprehension of unfamiliar and complex words. • **understand that affixes and Greek and Latin roots are clues to determine meanings of words.** • **understand that allusions are used to assist readers in**	**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 **and explain common** idioms. • use prior reading knowledge and other study to identify **and explain** 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, and antonyms to understand complex words.** **b) Use context, structure, and connotations to determine meanings of words and phrases.** **c) Discriminate between connotative and denotative meanings and interpret the connotation.** **d) Explain the meaning of common idioms.** **e) Explain the meaning of literary and classical allusions and figurative language in text.** **f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.**	
ESSENTIAL UNDERSTANDINGS	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**
providing connections to other works or historical events.	

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) Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
d) Interpret the social or cultural function of American literature.
e) Analyze how context and language structures convey an author's intent and viewpoint.
f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts .
g) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.
h) Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.
i) Analyze the use of dramatic conventions in American literature.
j) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).
k) Compare/contrast literary and informational nonfiction texts.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand characteristics and cultures of historical periods **and how the literature reflects those characteristics**. ~~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.	**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~~. **use appropriate reading strategies to approach different genres and reading tasks**. • discuss how the subject matter, style, ~~literary type~~ **genre**, 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 themes. • analyze and critique themes across texts and within various social, cultural, and historical contexts. • analyze and critique themes **and issues within and across texts related to:** ○ **religious diversity; political struggles; ethnic and cultural mores and traditions; and individual rights, gender equity, and civil rights**. • describe and contrast literary movements and representative texts associated with each literary movement, including how two or more texts from the same period treat similar themes or topics. ~~Literary movements include:~~

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) Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
d) Interpret the social or cultural function of American literature.
e) Analyze how context and language structures convey an author's intent and viewpoint.
f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts .
g) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.
h) Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.
i) Analyze the use of dramatic conventions in American literature.
j) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).
k) Compare/contrast literary and informational nonfiction texts.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	~~o 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 ~~common~~ archetypes that are common in American literature, ~~such as the~~ **including but not limited to**: hero/heroine; trickster; ~~faithful companion;~~ outsider/outcast; ~~rugged individualist~~; shrew; ~~innocent; villain; caretaker;~~ ~~Earth mother~~; rebel; misfit; ~~mother/father figure; monster/villain~~; scapegoat; ~~and lonely orphan~~. • ~~identify~~ **analyze** major themes in American literature **through the perspective of various social, cultural, and historical contexts, including but not limited to** ~~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 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~~

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) Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
d) Interpret the social or cultural function of American literature.
e) Analyze how context and language structures convey an author's intent and viewpoint.
f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts .
g) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.
h) Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.
i) Analyze the use of dramatic conventions in American literature.
j) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).
k) Compare/contrast literary and informational nonfiction texts.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	~~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~~ **and distinguish** ~~distinguishing~~ what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement). • 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 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 **including but not limited to** ~~such as~~: rhetorical question; sarcasm; satire; parallelism; connotation/denotation; pun; irony; tone; dialect;

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) Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
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h) Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.
i) Analyze the use of dramatic conventions in American literature.
j) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).
k) Compare/contrast literary and informational nonfiction texts.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	diction; and figurative language. • ~~identify and describe dramatic conventions.~~ • ~~compare and evaluate adaptations and interpretations of a script for stage, film, television or other media.~~ • **compare and contrast two or more texts on the same topic or with similar themes.** • **use evidence from the text(s) for support when drawing conclusions, making inferences.** • **demonstrate comprehension and apply strategies to write about what is read.**

11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a) Apply information from texts to clarify understanding of concepts.
b) Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c) Analyze technical writing for clarity.
d) Paraphrase and synthesize ideas within and between texts.
e) Draw conclusions and make inferences on explicit and implied information using textual support.
f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
g) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand how to analyze informational material. • ~~understand reading strategies and use those strategies to analyze text.~~ • **understand a variety of persuasive techniques and rhetorical devices** • **recognize the text structure of informational and technical writing** • **understand how format and style in informational text differ from those in narrative and expository texts.**	**To be successful with this standard, students are expected to** • **activate background knowledge to understand handbooks and manuals.** • analyze the vocabulary (jargon, technical terminology, and content-specific) and ideas of informational texts from various academic disciplines in order to clarify understandings of concepts. • **recognize the non-linear, fragmented, and graphic elements found in informational and technical writing.** • ~~know the purpose of the text they are to read and their own purpose in reading it.~~ • **analyze and use a variety of persuasive techniques and rhetorical devices including but not limited to: ethos, pathos, logos, claims/counterclaims, false premises, adhominem arguments, begging the question, strawman etc.** • **organize and synthesize information from paired texts while maintaining the intended purpose of each.** • **analyze how authors use persuasive techniques and rhetorical devices to advance their purpose including but not limited to:** ambiguity, contradiction, paradox, irony, hyperbole, overstatement, and understatement. ~~determine author's use of point of view or purpose in a rhetorically rich text, rhetorical devices such as: analyzing how ambiguity, contradiction, paradox, irony, hyperbole, overstatement, and understatement contribute to text.~~

11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a) Apply information from texts to clarify understanding of concepts.
b) Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c) Analyze technical writing for clarity.
d) Paraphrase and synthesize ideas within and between texts.
e) Draw conclusions and make inferences on explicit and implied information using textual support.
f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
g) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• **understand that skilled readers of nonfiction texts and technical documents apply different reading strategies.**	• **identify how authors use rhetorical devices to create ethos, pathos, and logos.** • **identify different formats and purposes of informational and technical texts.** • ~~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.~~ • ~~distinguish main ideas from supporting details in complex informational text to generalize ideas and make predictions about other texts~~ • analyze information from **multiple texts** 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~~ **complex** texts treat ~~two or more of~~ the same ~~ideas~~ **topics** ~~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 **and address a counterclaim.** • analyze and identify false premises that intentionally manipulate audiences.

11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a) Apply information from texts to clarify understanding of concepts.
b) Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c) Analyze technical writing for clarity.
d) Paraphrase and synthesize ideas within and between texts.
e) Draw conclusions and make inferences on explicit and implied information using textual support.
f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
g) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• ~~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.~~ • **demonstrate comprehension and apply strategies to write about what is read.**

At the eleventh-grade level, students will continue to develop as writers using the recursive writing process while writing in a variety of forms with an emphasis on persuasion and argumentation. They will write for multiple purposes and audiences to create focused, organized, and coherent writing. Students will be expected to have greater control over the conventions of writing and write and revise to a standard acceptable both in the workplace and postsecondary education. ~~At the eleventh-grade level, students will write in a variety of forms with an emphasis on persuasion.~~ 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~~ **the** writing process.

Teacher notes:

- **Teachers should recognize the difference between teaching writing and assigning writing.**
- **Teachers should recognize that there is not a required number of paragraphs or prescribed structure. Requiring students to use a prescribed model (i.e. 5 paragraphs) often produces formulaic writing and limits student expression.**
- **Teachers should model quality writing through published works and authentic texts.**
- **The focus of writing in eleventh grade is persuasion and argumentation.**
- **Teachers should demonstrate embedding narrative techniques in multiple forms of writing.**
    - **Teachers may want to consult professional publications.**
- **Teachers will instruct students in the features of the three domains of writing:**
    - **Composing-focusing on a clear, central idea, providing elaboration, organization, and unity**
    - **Written Expression- sentence variation, selected information, word choice, voice, and tone**
    - **Usage/Mechanics- grammar, punctuation, and usage as appropriate for the grade level**
- **Teachers will utilize writing conferences and portfolios to monitor student progress.**
- **Teachers will provide the opportunity for students to have practice writing on demand, for shorter time frames, and over extended periods of time.**
- **Teachers should provide opportunities for student choice with topic, audience, and purpose.**

11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.

c) Organize claims, counterclaims, and evidence in a sustained and logical sequence.

d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.

e) Use words, phrases, clauses, and varied syntax to create a cohesive argument.

f) Blend multiple forms of writing including embedding narratives to produce effective essays.

g) Revise writing for clarity of content, accuracy and depth of information.

h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand that writing requires a recursive process that includes planning, drafting, revising, editing, and publishing. • understand that writing should be purposefully crafted with attention to deliberate word choice, precise information and vocabulary. • understand the features of the domains of writing including composing, written expression, and usage/mechanics are essential to quality writing. • understand that voice and	**To be successful with this standard, students are expected to** • demonstrate the purpose of writing as persuasive/argumentative, reflective, interpretive or analytical. • develop and apply embedded narrative techniques, such as dialogue, description, and pacing to develop experiences and enhance writing. • refine the thesis by considering whether the claim is logical, meaningful, and expresses the writer's position in an argument. • use phrases and clauses for sentence variety. • write persuasively/argumentatively organizing reasons logically and effectively. • analyze sources and determine the best information to support a position/argument. • utilize credible, current research and expert opinions to support a position/argument. • identify counterclaims and use counter-arguments. • compare/contrast and select evidence from multiple texts to strengthen a position/argument. • revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education.

11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.

c) Organize claims, counterclaims, and evidence in a sustained and logical sequence.

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ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
tone must be developed with awareness of audience and purpose. • ~~understand that 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 that good writing is improved through revision.**	• ~~apply a variety of planning strategies to generate and organize ideas.~~ • ~~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**.** • ~~understand a variety of organizational patterns.~~ • ~~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.~~ • introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims. • ~~organize the reasons and evidence logically.~~ • **assess and strengthen the quality of writing through revision.** • 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.

11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.

c) Organize claims, counterclaims, and evidence in a sustained and logical sequence.

d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.

e) Use words, phrases, clauses, and varied syntax to create a cohesive argument.

f) Blend multiple forms of writing including embedding narratives to produce effective essays.

g) Revise writing for clarity of content, accuracy and depth of information.

h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• ~~develop the topic thoroughly by selecting facts, details, quotations, and appropriate examples for the audience and purpose~~. ~~use MLA (Modern Language Association) or APA (American Psychological Association) style for formatting rules and documentation~~

11.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

a) Use complex sentence structure to infuse sentence variety in writing.
b) Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.
c) Distinguish between active and passive voice.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
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. • understand grammatical conventions vary syntax 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.~~ • use correctly 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).]~~ **differentiate between active and passive voice** • ~~use~~ **correctly format** in-text citations including parenthetical references ~~and a corresponding list of works cited at the end of the paper~~ **to document evidence.** • ~~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.~~

At the eleventh-grade level, students will apply research techniques to synthesize information from primary and secondary sources to produce a research product. They will evaluate the validity and authenticity of sources and will apply research techniques to quote, summarize, paraphrase, and embed findings. In addition, they will cite sources using either MLA or APA style sheet and follow ethical and legal guidelines for gathering and using information. Teachers will encourage the development of research skills that are foundational to effective critical thinking and responsible use of information necessary for success in future postsecondary education and workplace environments.

Teacher Notes:

- **Teachers should note that research should be integrated throughout the year and can be individual, collaborative, and cross-curricular.**
- **Research products should vary from small, informative pieces to large, multimodal presentations throughout the academic year.**
- **Teachers will teach students how to embed information effectively into research products.**
- **Teachers should collaborate with librarian/media specialists throughout the research process.**
- **Teachers will make students aware of possible consequences of plagiarism in postsecondary education and the workplace.**
- **Teachers will emphasize giving credit to all sources used when gathering information including music, graphics, and another person's media.**
- **Teachers will have students demonstrate responsible use of the Internet.**

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

a) Critically evaluate quality, accuracy, and validity of information.

b) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

c) Synthesize relevant information from primary and secondary sources and present it in a logical sequence.

d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

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

f) Demonstrate ethical use of the Internet.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
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.~~ • **understand that using a standard form of documentation legally protects the intellectual property of writers.** • **understand to avoid plagiarism, credit must be given when using another**	**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, webbing, and using an Internet search engine.~~ • **identify and narrow a topic for research and** develop a plan to locate and collect relevant information **from diverse sources** ~~about the chosen topic.~~ • ~~identify~~ **use** 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. • 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.~~

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

a) Critically evaluate quality, accuracy, and validity of information.

b) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

c) Synthesize relevant information from primary and secondary sources and present it in a logical sequence.

d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

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

f) Demonstrate ethical use of the Internet.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

person's ideas, opinions, facts, statistics, or graphics.
• **understand the purposeful and responsible use of the Internet.**
• **understand the importance of evaluating the intent of the author, which may include misinformation, bias, and unsupported assertions.**
• **understand that there are consequences of plagiarism according to the guidelines established by local school divisions and the law.**
• **understand the ethical issues and responsibility of documentation in research.**
	• ~~follow style manual conventions to edit materials for correct grammar, spelling, punctuation, and capitalization.~~
	• ~~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.~~

2017

ENGLISH
Standards of Learning
CURRICULUM FRAMEWORK

Board of Education, Commonwealth of Virginia

~~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 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.~~

The student will create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. Students will create persuasive/argumentative multimodal presentations both independently and in collaborative groups. Students will continue to demonstrate the ability to work within diverse teams and collaborative groups working toward common goals. Teachers will emphasize the importance of effective interpersonal communication and collaboration skills that are essential for success in future postsecondary education and workplace environments.

Teacher Notes:

- **Please note presentation skills may differ within classrooms.**
- **Teachers should provide opportunities for students to create interactive multimodal presentations.**
- **Teachers should provide opportunites for small-group analysis and self-analysis of the effectiveness of communication.**
- **Teachers should note that the communication strand should be integrated throughout the year and can be used as part of reading, writing, and research.**
- **Multimodal is the strategic use of two or more interdependent modes of communication where both modes are essential to convey the intended message. For example: graphics, written language, moving images, music, audio, presentation technologies, movement, etc.**

12.1 The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.

a) Select and effectively use multimodal tools to design and develop presentation content.
b) Credit information sources.
c) Demonstrate the ability to work collaboratively with diverse teams.
d) Anticipate and address alternative or opposing perspectives and counterclaims.
e) Evaluate the various techniques used to construct arguments in multimodal presentations.
f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
g) Critique effectiveness of multimodal presentations.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

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 how to** evaluate and critique content and delivery of 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 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; 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.~~
	• **examine and evaluate strengths and weaknesses when participating in small-group presentations.**
	• **evaluate the overall effectiveness of a group's preparation and presentation.**
	• **make compromises to accomplish ~~a~~ common goal(s) and reach consensus.**

12.1 The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.

a) Select and effectively use multimodal tools to design and develop presentation content.
b) Credit information sources.
c) Demonstrate the ability to work collaboratively with diverse teams.
d) Anticipate and address alternative or opposing perspectives and counterclaims.
e) Evaluate the various techniques used to construct arguments in multimodal presentations.
f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
g) Critique effectiveness of multimodal presentations.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• **evaluate the content of presentation(s) including introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion.** • ~~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, to~~ **and** adjust delivery **accordingly** ~~and content~~. • ~~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) Describe possible cause and effect relationships between mass media coverage and public opinion trends.

b) Evaluate media sources for relationships between intent and factual content.

c) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).

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

e) Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.

f) Manage, analyze, and synthesize multiple streams of simultaneous information.

g) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
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~~ **understand the intentional** 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 **and** ~~(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~~. • **analyze media to determine the cause/ effect relationship(s) between media coverage and public opinion trends.** • **analyze how the media's use of symbol, imagery, metaphor, and bias affects the message.** • **avoid plagiarism by giving credit whenever using another person's media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person's words.**

~~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 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.~~ **The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. There is a sustained emphasis on reading comprehension of fiction and nonfiction texts. Students will review multiple texts to identify and evaluate resources to make decisions and solve problems. The students will examine and analyze fiction texts by British authors evaluating how authors use key elements to contribute to meaning and interpreting how themes are connected across texts. *The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades as determined by the local school division.***

Teacher Notes:

- **Teachers should teach a balance of fiction including poetry and nonfiction throughout the academic year.**
  - **Nonfiction texts should include informational, persuasive, technical texts, and employment documents.**
- **Please note although the strands are developed separately, teachers should seamlessly integrate all strands.**
  - **Thematic units are one approach.**
  - **Teachers should have students respond in writing about what they have read focusing on inferential and evaluative questions about the text(s).**
- **Vocabulary words should be culled from student reading instead of using random lists and should not be taught in isolation.**
- **Vocabulary can also be differentiated according to text, and level of student.**
  - **There is not a specific list of Greek/Latin roots, or idioms. Teachers may want to consult professional publications.**
  - **Teachers should provide instruction on allusions and how they can impact and deepen the meaning of the text.**
- **While whole-group instruction can be centered on a shared text, teachers must also provide opportunities for student choice with both fiction and nonfiction texts.**
- **Although the standard in fiction requires comparing/contrasting details in literary and informational nonfiction texts, teachers should be using paired passages with a variety of texts.**
- **Teachers should include literary texts that fulfill a social or cultural function depending on the time, location, theme and purpose of the author(s) across texts. For example, *Macbeth*, focuses on the domineering wife whose ambitions cause the tyranny of her husband and the downfall of a kingdom .**
- **Teachers should introduce students to longer, more complex texts both on grade level and above.**
- **Teachers should have students cite the text(s) for support.**
- **Teachers should use fictional and informational texts paired on a common theme or topic and have students compare/contrast.**
- **A list of poetic elements and techniques and literary devices is included in the Essential Knowledge, Skills, and Processes column for English SOL 9.4**
- **A list of rhetorical and persuasive devices is included in the Essential Knowledge, Skills, and Processes column for English SOL 11.5.**

- **Teachers will require the use of analytical and critical thinking skills to achieve the level expected in postsecondary education and the workplace environment.**

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, and antonyms, to understand complex words.
b) Use context, structure, and connotations to determine meanings of words and phrases.
c) Discriminate between connotative and denotative meanings and interpret the connotation.
d) Explain the meaning of common idioms, and literary and classical allusions in text.
e) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~use word structure to analyze and relate words.~~ • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. • recognize how figurative language enriches text. • **understand that allusions are used to assist readers in providing connections to other works or historical events.**	**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 **and explain the use of common** idioms. • use prior reading knowledge and other study to identify **and explain** the meaning of ~~literary and classical~~ allusions. • interpret figures of speech (e.g., ~~euphemism, oxymoron, hyperbole~~ **overstatement**, paradox) in context and analyze their role in the text. • analyze **positive and negative** 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.

12.4 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) Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.
c) Compare/contrast details in literary and informational nonfiction texts.
d) Interpret the social and cultural function of British literature.
e) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.
f) Compare and contrast traditional and contemporary poems from many cultures.
g) Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.
h) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

All students should
• **understand characteristics and cultures of historical periods and how the literature reflects those characteristics and cultures.**
• ~~recognize literary forms employed in major literary eras.~~
• ~~recognize the literary characteristics of the major chronological eras.~~
• understand **diction affects the tone of literature** ~~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~~
	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 the literary characteristics of specific eras, such as:~~
	  ° ~~Anglo-Saxon/Medieval period; Tudor/Renaissance period; Neoclassical period; 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.
	• **differentiate** ~~distinguish~~ between what is directly stated in a text from what is intended or implied 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.~~
	• ~~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).~~

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) Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.
c) Compare/contrast details in literary and informational nonfiction texts.
d) Interpret the social and cultural function of British literature.
e) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.
f) Compare and contrast traditional and contemporary poems from many cultures.
g) Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.
h) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
~~supported or reinforced through the use of sound structures.~~ • ~~understand a reader's response to poetry is manipulated by imagery and figures of speech.~~ • ~~understand traditional and contemporary dramatic works of authors from a variety of cultures.~~ • ~~identify of a selected play.~~	• ~~compare and contrast traditional and contemporary poetry and drama from many cultures.~~ • ~~explain how a dramatist uses dialogue to reveal the theme of a drama.~~ • ~~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.~~ • **compare and contrast two or more texts on the same topic or with similar themes.** • **use evidence from the text(s) for support when drawing conclusions, making inferences.** • **demonstrate comprehension and apply writing strategies to analyze and reflect upon about what is read.**

12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.
a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
b) Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
c) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
e) Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • ~~understand formats common to information resources.~~ • **understand that background knowledge may be necessary to understand handbooks and manuals.** • **understand a variety of persuasive techniques and rhetorical devices** • **recognize the text structure of informational and technical writing** • **understand how format and style in informational text differ from those in narrative and expository texts.** • **understand that skilled readers of nonfiction texts and technical documents apply different reading strategies.**	**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.~~ • ~~analyze printed and Web-based informational and technical texts.~~ • ~~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 the vocabulary (jargon, technical terminology, and content-specific) of informational texts from various academic disciplines in order to clarify understanding.** • **analyze how authors use rhetorical devices to create ethos, pathos, and logos.** • ~~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,~~ • ~~make frequent references to texts in order to verify conclusions and support logical inferences.~~ • **organize and synthesize information from two texts while maintaining the intended purpose of each original text.** • **analyze how authors use rhetoric to advance their point of view.** • **identify different formats and purposes of informational and technical texts.** • **recognize the non-linear, fragmented, and graphic elements found in informational and**

12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts. **a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).** **b) Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.** **c) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.** **d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.** **e) Analyze false premises claims, counterclaims, and other evidence in persuasive writing.**	
ESSENTIAL UNDERSTANDINGS	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**
•	**technical writing.** • **demonstrate comprehension and apply strategies to write about what is read.** • **identify the resources needed to address specific problems and synthesize new information to make decisions and complete tasks such as: completing employment, college, and financial applications; compiling resumes; creating portfolios etc.**

~~At the twelfth-grade level, students will produce expository, informational, analytic, and persuasive/argumentative papers that are logically organized and contain 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.~~

At the twelfth-grade level, students will continue to develop as readers and writers. The student will use the recursive writing process while writing in a variety of forms with an emphasis on persuasion and argumentation for multiple purposes and audiences to create focused, organized, and coherent writing. Students will be expected to ~~have greater control over the conventions of writing and~~ write and revise to a standard acceptable both in the workplace and postsecondary education.

Teacher notes:

- **Teachers should recognize the difference between teaching writing and assigning writing.**
- **Teachers should reference quality writing in published works as models.**
- **The focus of writing in twelfth grade is persuasion and argumentation.**
- **Teachers will teach students to blend multiple forms of writing and embed narrative techniques.**
    - **Teachers may want to consult professional publications.**
- **Three examples of reflective writing include the following:**
    - **Technical – which includes what worked or did not work and why, problem-solving techniques, and theories that were used or tested.**
    - **Collaborative – which is centered on team dynamics: how everyone worked together and why, and what worked or did not work and why.**
    - **Individual - What did I learn, how did I learn it, and what could I have done better?**
- **Teachers will utilize writing conferences and portfolios to monitor student progress.**
- **Teachers will provide opportunities for students to write for a variety of circumstances including writing on demand, for shorter time frames, and over extended periods of time.**
- **Teachers should provide opportunities for student choice with topic, audience, and purpose.**

12.6 The student will write in a variety of forms to include persuasive/argumentative-reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.

c) Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.

d) Blend multiple forms of writing including embedding a narrative to produce effective essays.

e) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.

f) Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.

g) Revise writing for clarity of content, depth of information, and technique of presentation.

h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

i) Write to clearly describe personal qualifications for potential occupational or educational opportunities.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand that writing requires a recursive process that includes planning, drafting, revising, editing, and publishing. • understand that effective writing should be purposefully crafted with attention to deliberate word choice, precise information, and vocabulary. • understand the features of the domains of writing including composing, written expression, and usage/mechanics are essential to quality writing.	**To be successful with this standard, students are expected to** • demonstrate the craft of writing as persuasive/argumentative, reflective, interpretive or analytical. • develop and apply embedded narrative techniques, such as dialogue, description, and pacing to develop experiences and enhance writing. • refine the thesis by considering whether the claim is logical, meaningful, and expresses the writer's position in an argument. • use embedded clauses for sentence variety. • write persuasively/argumentatively organizing reasons logically and effectively. • analyze sources and determine the best information to support a position/argument. • utilize credible, current research and expert opinions to support a position/argument. • identify counterclaims and identify counter-arguments that address claims. • compare/contrast and select evidence from multiple texts to strengthen a position/argument. • revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education.

12.6 The student will write in a variety of forms to include persuasive/argumentative-reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.

c) Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.

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h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

i) Write to clearly describe personal qualifications for potential occupational or educational opportunities.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

• **understand that voice and tone must be developed with awareness of audience and purpose.**
• ~~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.~~
• ~~understand that vocabulary is used to develop voice and tone for a specific audience, purpose, or situation.~~.
	• **anticipate and address the counterevidence, counterclaims, and counterarguments.**
	• **use effective rhetorical appeals, to establish credibility and persuade intended audience.**
	• ~~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.~~
	• develop technical writings (e.g., ~~personal data sheet~~, ~~résumé,~~ job description, questionnaire, job application, or business communication) that address clearly identified audiences and have clearly identified purposes.
	• complete employment forms **(e.g. resume, personal qualifications in a letter of application)** ~~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 and evaluate processes**/problems**, ~~make a comparison~~; propose solutions; ~~classify; define; show cause and effect; illustrate problems; and elaborate for clarity and accuracy~~.

12.6 The student will write in a variety of forms to include persuasive/argumentative-reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.

c) Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.

d) Blend multiple forms of writing including embedding a narrative to produce effective essays.

e) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.

f) Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.

g) Revise writing for clarity of content, depth of information, and technique of presentation.

h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

i) Write to clearly describe personal qualifications for potential occupational or educational opportunities.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• ~~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.~~ • ~~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.~~

12.6 The student will write in a variety of forms to include persuasive/argumentative-reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.

c) Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.

d) Blend multiple forms of writing including embedding a narrative to produce effective essays.

e) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.

f) Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.

g) Revise writing for clarity of content, depth of information, and technique of presentation.

h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

i) Write to clearly describe personal qualifications for potential occupational or educational opportunities.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	• create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • ~~elaborate 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. • **assess and strengthen the quality of writing through revision.** • ~~revise writing to provide depth of information and to adhere to presentation format.~~ • ~~use computer technology as available to edit writing before submitting the final copy.~~

12.7 The student will self- and peer-edit writing for Standard English.
a) Use complex sentence structure to infuse sentence variety in writing.
b) Edit, proofread, and prepare writing for intended audience and purpose.
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.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
All students should • understand grammatical conventions adjust sentence and paragraph structures for a variety of purposes and audiences. • ~~observe hyphenation rules.~~ • ~~understand the difference between revising and editing.~~	**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 **current** 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.~~

At the twelfth-grade level, students will apply research techniques to synthesize information to produce a research product. They will evaluate the validity and authenticity of sources and will apply research techniques to quote, summarize, paraphrase, and embed findings. In addition, they will cite sources using either MLA or APA style sheet and follow ethical and legal guidelines for gathering and using information. Teachers will encourage the development of research skills that are foundational to effective critical thinking and responsible use of information necessary for success in future postsecondary education and workplace environments.

Teacher Notes:

- **Teachers should note that research should be integrated throughout the year and can be individual, collaborative, and cross-curricular.**
- **Research products should vary from small informative pieces to large multimodal presentations throughout the academic year.**
- **Teachers will teach students how to embed information effectively into research products.**
- **Teachers should utilize librarian/media specialists assistance in teaching the research process.**
- **Teachers should instruct students about the various types and possible consequences of plagiarism including awareness of postsecondary and workplace policies**
- **Teachers will emphasize giving credit to all sources used when gathering information including music, graphics, and another person's media.**
- **Teachers will make students aware of possible consequences of plagiarism in postsecondary education and the workplace.**
- **Teachers will have students demonstrate responsible use of the Internet.**

12.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

a) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.

b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.

c) Critically evaluate the accuracy, quality, and validity of the information.

d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

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

f) Demonstrate ethical use of the Internet.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
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.~~ • **understand that using a standard form of documentation legally protects the intellectual property of writers.** • **understand to avoid plagiarism, credit must be given when using another person's ideas, opinions, facts, statistics, or graphics.**	**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.~~ • 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; **identifying misconceptions, conflicting information, point of view and/or bias**; and ° formulating a reason/focus to represent findings. • ~~record and~~ organize information ~~into a draft~~ by: ° prioritizing and synthesizing information; ° summarizing and/or paraphrasing information; and ° selecting direct quotations. • cite ~~print or electronic~~ sources of information to avoid plagiarism when paraphrasing, summarizing, quoting, or inserting graphics, using MLA or APA style. • ~~edit writing for correct use of language, capitalization, punctuation, and spelling.~~

12.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product. a) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge. b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias. c) Critically evaluate the accuracy, quality, and validity of the information. d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. f) Demonstrate ethical use of the Internet.	
ESSENTIAL UNDERSTANDINGS	**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**
• **understand the purposeful and responsible use of the Internet.** • **understand the importance of evaluating the intent of the author, which may include misinformation, bias, and unsupported assertions.** • **understand that there are consequences of plagiarism according to the guidelines established by local school divisions and the law.** • **understand the ethical issues and responsibility of documentation in research.**	• ~~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.~~

2017

ENGLISH
Standards of Learning
CURRICULUM FRAMEWORK

Board of Education, Commonwealth of Virginia

2017 *English Standards of Learning* Reading Skills Progression by Grade

Virginia Department of Education – July 2017

Key for Progression Chart

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced and appears in the grade-level reading standards.	I
The skill is not formally introduced in the grade level reading standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades.	P

Progression Chart

Standard	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Relate previous experiences to what is read.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify text features.	I	I	I	I	P	P	P	P	P	P	P	P	P
Set a purpose for reading.	-	I	I	I	P	P	P	P	P	P	P	P	P
Make and confirm predictions.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify theme.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify the main idea.	-	I	I	I	P	P	P	P	P	P	P	P	P
Ask and answer questions using the text for support.	-	-	I	I	I	I	P	P	P	P	P	P	P
Describe characters, setting, and plot events in fiction and poetry.	-	-	I	I	I	I	P	P	P	P	P	P	P
Identify the conflict and resolution.	-	-	I	I	I	P	P	P	P	P	P	P	P
Summarize stories and events with beginning, middle, and end in the correct sequence.	-	-	I	I	I	P	P	P	P	P	P	P	P
Draw conclusions based on the text.	-	-	I	I	I	P	P	P	P	P	P	P	P
Make connections between reading selections.	-	-	-	I	I	I	I	P	P	P	P	P	P

Standard	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Compare and contrast settings, characters, and plot events.	-	-	-	I	I	I	P	P	P	P	P	P	P
Differentiate between fiction and nonfiction.	-	-	-	I	I	P	P	P	P	P	P	P	P
Identify the author's purpose.	-	-	-	I	I	I	P	P	P	P	P	P	P
Summarize information found in nonfiction texts.	-	-	-	I	I	I	P	P	P	P	P	P	P
Identify supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Describe how the choice of language, setting, and characters contributes to the development of plot.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify genres.	-	-	-	-	I	I	P	P	P	P	P	P	P
Draw conclusions/make inferences about text using the text as support.	-	-	-	-	I	I	P	P	P	P	P	P	P
Compare/contrast details in literary and informational nonfiction texts.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify cause and effect relationships.	-	-	-	-	I	I	P	P	P	P	P	P	P
Distinguish between fact and opinion.	-	-	-	-	I	I	P	P	P	P	P	P	P
Discuss the impact of setting on plot development.	-	-	-	-	-	I	I	P	P	P	P	P	P
Describe character development.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between first and third person point-of-view.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between free verse and rhymed poetry.	-	-	-	-	-	I	I	P	P	P	P	P	P
Explain how an author's choice of vocabulary contributes to the author's style.	-	-	-	-	-	I	I	I	P	P	P	P	P
Skim materials to develop a general overview of content and to locate specific information.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify organizational pattern(s).	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify transitional words and phrases that signal an author's organizational pattern.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.	-	-	-	-	-	-	I	I	I	P	P	P	P
Describe how word choice and imagery contribute to the meaning of a text.	-	-	-	-	-	-	I	I	I	P	P	P	P
Identify and analyze the author's use of figurative language.	-	-	-	-	-	-	I	I	I	P	P	P	P
Analyze ideas within and between selections providing textual evidence.	-	-	-	-	-	-	I	I	I	I	P	P	P
Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.	-	-	-	-	-	-	-	I	I	I	P	P	P
Identify the source, viewpoint, and purpose of texts.	-	-	-	-	-	-	-	I	I	I	P	P	P
Explain the use of symbols and figurative language.	-	-	-	-	-	-	-	-	I	I	P	P	P
Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	-	-	-	-	-	-	-	-	I	I	P	P	P

Standard	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Compare and contrast authors' styles.	-	-	-	-	-	-	-	-	I	I	P	P	P
Analyze details for relevance and accuracy.	-	-	-	-	-	-	-	-	I	I	P	P	P
Identify the characteristics that distinguish literary forms.	-	-	-	-	-	-	-	-	-	I	P	P	P
Analyze the cultural or social function of a literary text.	-	-	-	-	-	-	-	-	-	I	I	P	P
Explain the influence of historical context on the form, style, and point of view of a written work.	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify characteristics of expository, technical, and persuasive texts.	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify a position/argument to be confirmed, disproved, or modified.	-	-	-	-	-	-	-	-	-	I	I	P	P
Evaluate clarity and accuracy of information.	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.	-	-	-	-	-	-	-	-	-	I	I	P	P
Examine a literary selection from several critical perspectives.	-	-	-	-	-	-	-	-	-	-	I	I	P
Compare and contrast character development in a play to characterization in other literary forms.	-	-	-	-	-	-	-	-	-	-	I	I	P
Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.	-	-	-	-	-	-	-	-	-	-	I	I	P
Analyze literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze the use of dramatic conventions.	-	-	-	-	-	-	-	-	-	-	-	I	I
Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).	-	-	-	-	-	-	-	-	-	-	-	I	I
Read and correctly interpret an application for employment, workplace documents, or an application for college admission.	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze technical writing for clarity.	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.	-	-	-	-	-	-	-	-	-	-	-	I	I
Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.	-	-	-	-	-	-	-	-	-	-	-	I	I
Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.	-	-	-	-	-	-	-	-	-	-	-	-	I

2017 *English Standards of Learning* Writing Skills Progression by Grade

Virginia Department of Education – July 2017

Key for Progression Chart

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced and appears in the grade-level writing standards.	I
The skill is not formally introduced in the grade level writing standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades.	P

Progression Chart

Standard	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Differentiate pictures from writing.	I	P	P	P	P	P	P	P	P	P	P	P	P
Generate ideas.	I	I	I	P	P	P	P	P	P	P	P	P	P
Compose simple sentences.	I	I	I	P	P	P	P	P	P	P	P	P	P
Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify audience and purpose.	-	I	I	I	I	P	P	P	P	P	P	P	P
Use prewriting activities.	-	I	I	I	I	I	I	P	P	P	P	P	P
Focus on one topic.	-	I	I	I	P	P	P	P	P	P	P	P	P
Organize writing to suit purpose.	-	I	I	I	P	P	P	P	P	P	P	P	P
Revise writing by adding description.	-	I	I	I	P	P	P	P	P	P	P	P	P
Write an opinion and give a reason.	-	I	I	I	I	P	P	P	P	P	P	P	P
Engage in the writing process.	-	-	I	I	I	I	P	P	P	P	P	P	P
Use strategies for organization according to writing type.	-	-	I	I	I	I	P	P	P	P	P	P	P

Standard	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Organize writing to include a beginning, middle and end.	-	-	I	I	P	P	P	P	P	P	P	P	P
Write facts to support the main idea.	-	-	I	I	I	P	P	P	P	P	P	P	P
Revise writing for clarity.	-	-	I	I	I	I	P	P	P	P	P	P	P
Write a clear topic sentence focusing on main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P
Elaborate by adding supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use transition words for sentence variety.	-	-	-	I	I	I	P	P	P	P	P	P	P
Give fact based support for opinions.	-	-	-	I	I	I	P	P	P	P	P	P	P
Write a paragraph focusing on a main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P
Select audience and purpose.	-	-	-	-	I	I	P	P	P	P	P	P	P
Narrow the topic.	-	-	-	-	I	I	P	P	P	P	P	P	P
Recognize different forms of writing have different patterns of organization.	-	-	-	-	I	I	P	P	P	P	P	P	P
Write related paragraphs on the same topic.	-	-	-	-	I	I	P	P	P	P	P	P	P
Utilize elements of style, including word choice and sentence variation.	-	-	-	-	I	I	I	P	P	P	P	P	P
Clearly state a position including reasons and evidence to persuade the intended audience.	-	-	-	-	-	I	I	I	P	P	P	P	P
Write multiparagraph compositions.	-	-	-	-	I	I	P	P	P	P	P	P	P
Use precise and descriptive vocabulary to create voice and tone.	-	-	-	-	-	I	I	P	P	P	P	P	P
Compose thesis statements for expository and persuasive writing.	-	-	-	-	-	-	I	I	I	P	P	P	P
Select vocabulary and information to enhance central idea, tone, and voice.	-	-	-	-	-	-	I	I	I	P	P	P	P
Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	-	-	-	-	-	-	I	I	I	P	P	P	P
Use transition words and phrases within and between paragraphs	-	-	-	-	-	-	-	I	I	I	I	P	P
Distinguish between fact and opinion to support a position.	-	-	-	-	-	-	-	I	I	P	P	P	P
Develop and modify the central idea, tone and voice to fit the audience and purpose.	-	-	-	-	-	-	-	I	I	I	P	P	P
Use clauses and phrases for sentence variety.	-	-	-	-	-	-	-	I	I	P	P	P	P
Clearly state and defend a position with reasons and evidence from credible sources.	-	-	-	-	-	-	-	I	I	I	I	P	P
Identify a counter-claim and provide a counter-argument.	-	-	-	-	-	-	-	-	I	I	I	P	P

Standard	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Blend multiple forms of writing including embedding a narrative.	-	-	-	-	-	-	-	-	-	I	I	P	P
Use textual evidence to compare and contrast multiple texts.	-	-	-	-	-	-	-	-	-	I	I	P	P
Arrange paragraphs in a logical progression using transitions between paragraphs and ideas.	-	-	-	-	-	-	-	-	-	I	I	P	P
Adjust writing content, technique, and voice for a variety of audiences and purposes.	-	-	-	-	-	-	-	-	-	-	I	P	P
Show relationships between claims, reasons and evidence and include a conclusion that follows logically from the information presented.-	-	-	-	-	-	-	-	-	-	-	I	P	P
Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.	-	-	-	-	-	-	-	-	-	-	I	I	I
Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.	-	-	-	-	-	-	-	-	-	-	-	I	I
Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	-	-	-	-	-	-	-	-	-	-	-	I	I
Use a variety of rhetorical strategies to accomplish a specific purpose.	-	-	-	-	-	-	-	-	-	-	-	-	I
Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.	-	-	-	-	-	-	-	-	-	-	-	-	I
Write to clearly describe personal qualifications for potential occupational or educational opportunities.	-	-	-	-	-	-	-	-	-	-	-	-	I

2017 *English Standards of Learning* Grammar Skills Progression by Grade

Virginia Department of Education – July 2017

Key for Progression Chart

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced and appears in the grade-level writing standards.	I
The skill is not formally introduced in the grade level writing standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades.	P

Progression Chart

Standard	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P
Use complete sentences.	-	I	I	I	P	P	P	P	P	P	P	P	P
Capitalize all proper nouns and the word I.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use singular and plural nouns and pronouns.	-	I	I	I	P	P	P	P	P	P	P	P	P
Use apostrophes in contractions and possessives.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use contractions and singular possessives.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use past and present verb tense.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use commas in a series.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use subject-verb agreement.	-	-	-	I	I	P	P	P	P	P	P	P	P
Use noun-pronoun agreement.	-	-	-	I	P	P	P	P	P	P	P	P	P
Eliminate double negatives.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use quotation marks with dialogue.	-	-	-	I	I	I	P	P	P	P	P	P	P

Standard	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Use plural possessives.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use adjective and adverb comparisons.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use interjections.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use prepositional phrases.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use commas to indicate interrupters, items in a series, and to indicate direct address.	-	-	-	-	-	I	P	P	P	P	P	P	P
Edit for fragments and run-ons.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use coordinating conjunctions.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use subject-verb agreement with intervening clauses and phrases.	-	-	-	-	-	-	I	I	P	P	P	P	P
Use pronoun-antecedent agreement to include indefinite pronouns.	-	-	-	-	-	-	I	I	P	P	P	P	P
Maintain consistent verb tense across paragraphs.	-	-	-	-	-	-	I	I	I	P	P	P	P
Edit for verb tense consistency and point of view.	-	-	-	-	-	-	-	I	P	P	P	P	P
Use quotation marks with dialogue and direct quotations.	-	-	-	-	-	-	-	I	P	P	P	P	P
Use and punctuate correctly varied sentence structures to include conjunctions and transition words.	-	-	-	-	-	-	-	-	I	P	P	P	P
Correctly use pronouns in prepositional phrases with compound objects.	-	-	-	-	-	-	-	-	I	P	P	P	P
Use comparative and superlative degrees in adverbs and adjectives.	-	-	-	-	-	-	-	-	I	P	P	P	P
Use parallel structures across sentences and paragraphs.	-	-	-	-	-	-	-	-	-	I	P	P	P
Use appositives, main clauses, and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	I	P	P
Use commas and semicolons to distinguish and divide main and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	I	P	P
Distinguish between active and passive voice.	-	-	-	-	-	-	-	-	-	-	I	P	P
Use colons correctly.	-	-	-	-	-	-	-	-	-	-	-	I	P
Use verbals and verbal phrases to achieve sentence conciseness and variety.	-	-	-	-	-	-	-	-	-	-	-	-	I

2017 *English Standards of Learning* Research Skills Progression by Grade

Virginia Department of Education – July 2017

Key for Progression Chart

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced and appears in the grade-level research standards.	I
The skill is not formally introduced in the grade level research standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades.	P

Progression Chart

Standard	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Generate topics of interest.	I	I	I	P	P	P	P	P	P	P	P	P	P
Generate questions to gather information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify pictures, texts, or people as sources of information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Find information from provided sources.	I	I	I	P	P	P	P	P	P	P	P	P	P
Gather and record information.	-	I	I	P	P	P	P	P	P	P	P	P	P
Organize information in writing or a visual display.	-	-	I	I	P	P	P	P	P	P	P	P	P
Create a research product.	-	-	I	I	P	P	P	P	P	P	P	P	P
Describe the difference between plagiarism and using own words.	-	-	I	I	P	P	P	P	P	P	P	P	P
Access appropriate resources.	-	-	-	I	I	I	P	P	P	P	P	P	P
Collect and organize information about the topic.	-	-	-	I	I	P	P	P	P	P	P	P	P
Evaluate the relevance of information.	-	-	-	I	I	I	P	P	P	P	P	P	P
Demonstrate ethical use of the Internet.	-	-	-	I	I	I	I	I	P	P	P	P	P

Standard	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Collect and organize information from multiple resources.	-	-	-	-	I	I	I	P	P	P	P	P	P
Give credit to sources used in research.	-	-	-	-	I	I	I	P	P	P	P	P	P
Formulate and revise questions about a research topic.	-	-	-	-	-	-	I	I	P	P	P	P	P
Evaluate and analyze the validity and credibility of sources.	-	-	-	-	-	-	I	I	I	P	P	P	P
Cite primary and secondary sources.	-	-	-	-	-	-	I	I	I	P	P	P	P
Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.	-	-	-	-	-	-	I	I	I	P	P	P	P
Synthesize information from multiple sources.	-	-	-	-	-	-	-	I	I	I	P	P	P
Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.	-	-	-	-	-	-	-	-	I	I	I	P	P
Cite sources using Modern Language Association (MLA) or American Psychological Association (APA) style.	-	-	-	-	-	-	-	-	I	I	I	P	P
Quote, summarize, and paraphrased research findings.	-	-	-	-	-	-	-	-	I	I	I	P	P
Publish findings and respond to feedback.	-	-	-	-	-	-	-	-	I	I	I	P	P
Verify the validity and accuracy of all information.	-	-	-	-	-	-	-	-	-	I	I	I	P
Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.	-	-	-	-	-	-	-	-	-	I	I	I	P
Synthesize relevant information from primary and secondary sources and present it in a logical sequence.	-	-	-	-	-	-	-	-	-	-	-	I	P
Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.	-	-	-	-	-	-	-	-	-	-	-	-	P

2017 *English Standards of Learning* Communication and Multimodal Literacies Progression by Grade

Virginia Department of Education – July 2017

Key for Progression Chart

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced and appears in the grade-level communication standards.	I
The skill is not formally introduced in the grade level communication standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades.	P

Progression Chart

Standard	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Listen actively and speak using agreed-upon rules for discussion.	I	I	I	I	I	P	P	P	P	P	P	P	P
Follow implicit rules for conversation, including taking turns and staying on topic.	I	I	P	P	P	P	P	P	P	P	P	P	P
Listen and speak in informal conversations with peers and adults.	I	I	P	P	P	P	P	P	P	P	P	P	P
Discuss various texts and topics collaboratively and with partners.	I	I	I	P	P	P	P	P	P	P	P	P	P
Use voice level, phrasing, and intonation appropriate for various language situations.	I	I	I	P	P	P	P	P	P	P	P	P	P
Ask how and why questions to seek help, get information, or clarify information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Work respectfully with others.	I	I	I	I	P	P	P	P	P	P	P	P	P
Listen and respond to a variety of text and media.	I	I	P	P	P	P	P	P	P	P	P	P	P
Initiate conversation with peers and adults	-	I	P	P	P	P	P	P	P	P	P	P	P
Adapt or change oral language to fit the situation.	-	I	I	I	I	I	I	I	P	P	P	P	P
Use oral language for different purposes: to inform, persuade, entertain, clarify,	-	-	I	I	I	I	I	I	P	P	P	P	P

Standard	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
respond.													
Share information orally with appropriate facts and relevant details.	-	-	I	I	P	P	P	P	P	P	P	P	P
Participate as a contributor and leader in collaborative and partner discussions.	-	-	I	I	I	I	P	P	P	P	P	P	P
Create a simple presentation using multimodal tools.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.	-	-	-	I	I	I	P	P	P	P	P	P	P
Orally summarize information expressing ideas clearly.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use language appropriate for context and audience.	-	-	-	I	I	I	P	P	P	P	P	P	P
Organize ideas sequentially or around major points of information using appropriate facts and relevant details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Contribute to group discussions across content areas.	-	-	-	-	I	I	P	P	P	P	P	P	P
Connect comments to the remarks of others.	-	-	-	-	I	I	I	I	P	P	P	P	P
Use specific vocabulary to communicate ideas.	-	-	-	-	I	I	P	P	P	P	P	P	P
Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.	-	-	-	-	I			P	P	P	P	P	P
Locate, organize, and analyze information from a variety of multimodal texts.	-	-	-	-	I				I	P	P	P	P
Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal interactive presentations.	-	-	-	-	-	-	I	P	P	P	P	P	P
Evaluate group activities.	-	-	-	-	-	-	I	P	P	P	P	P	P
Analyze the effectiveness of participant interactions.	-	-	-	-	-	-	I	I	I	P	P	P	P
Evaluate own contributions to discussions.	-	-	-	-	-	-	I	I	I	P	P	P	P
Give collaborative and individual formal and informal interactive presentations.	-	-	-	-	-	-	I	I	I	P	P	P	P
Make statements to communicate agreement or tactful disagreement with others' ideas.	-	-	-	-	-	-	-	I	I	I	P	P	P
Exhibit willingness to make necessary compromises to accomplish a goal.	-	-	-	-	-	-	-	I	I	I	I	P	P
Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	-	-	-	-	-	-	-	-	I	I	I	P	P
Select, organize, and create multimodal content that encompasses opposing points of view.	-	-	-	-	-	-	-	-	I	I	I	I	P
Respond to audience questions and comments.	-	-	-	-	-	-	-	-	I	I	P	P	P
Differentiate between Standard English and informal language.	-	-	-	-	-	-	-	-	I	P	P	P	P

Standard	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Evaluate presentations.	-	-	-	-	-	-	-	-	I	I	I	P	P
Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.	-	-	-	-	-	-	-	-	-	I	I	I	I
Access, critically evaluate, and use information accurately to solve problems.	-	-	-	-	-	-	-	-	-	-	I	I	I
Evaluate a speaker's point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning.	-	-	-	-	-	-	-	-	-	-	I	I	I
Anticipate and address alternative or opposing perspectives and counterclaims.	-	-	-	-	-	-	-	-	-	-	-	I	I
Evaluate the various techniques used to construct arguments in multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	I	I
Critique effectiveness of Multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	-	I
Media Literacy	-	-	-	-	-	-	-	-	-	-	-	-	-
Differentiate between auditory, visual, and written media messages and their purposes.	-	-	-	-	I	I	P	P	P	P	P	P	P
Compare and contrast how ideas and topics are depicted in a variety of media and formats.	-	-	-	-	I	I	I	I	P	P	P	P	P
Identify the purpose and audience of auditory, visual, and written media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P
Identify the characteristics and effectiveness of a variety of media messages.	-	-	-	-	-	II	I	I	I	P	P	P	P
Interpret information presented in diverse media formats and explain how it contributes to the topic.	-	-	-	-	-	-	I	I	I	P	P	P	P
Craft and publish audience-specific media messages.	-	-	-	-	-	-	I	I	I	P	P	P	P
Identify persuasive/informative techniques used in media.	-	-	-	-	-	-	-	I	I	I	P	P	P
Distinguish between fact and opinion, and between evidence and inference.	-	-	-	-	-	-	-	I	I	P	P	P	P
Describe how word choice, visual images, and sound convey a viewpoint.	-	-	-	-	-	-	-	I	I	P	P	P	P
Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.	-	-	-	-	-	-	-	-	I	I	P	P	P
Evaluate sources for relationships between intent and factual content.	-	-	-	-	-	-	-	-	I	I	P	P	P
Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).	-	-	-	-	-	-	-	-	I	I	P	P	P
Demonstrate the ethical use of the Internet when evaluating or producing creative or	-	-	-	-	-	-	-	-	I	I	P	P	P

Standard	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
informational media messages.													
Describe possible cause and effect relationships between mass media coverage and public opinion trends.	-	-	-	-	-	-	-	-	-	I	I	P	P
Monitor, analyze, and use multiple streams of simultaneous information.	-	-	-	-	-	-	-	-	-	I	I	I	P
Analyze the impact of selected media formats on meaning.	-	-	-	-	-	-	-	-	-	-	I	P	P