Virginia's College and Career Ready
English Performance Expectations

The **English Performance Expectations** define the content and level of achievement students must reach to be academically prepared for success in entry-level, credit-bearing English courses in college or career training. The expectations were developed through a process that involved faculty from Virginia's two- and four-year colleges and universities, members of the business community, and high school English educators.

Reading

VOCABULARY

1. Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
2. Apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
3. Demonstrate understanding of word relationships and nuances in word meanings.
4. Discriminate between connotative and denotative meanings and interpret the connotation.
5. Use context, structure, and connotations to determine meanings of words and phrases.
6. Expand general and specialized vocabulary through speaking, reading, and writing.

NONFICTION READING

7. Read and analyze a variety of nonfiction texts.
8. Use reading strategies throughout the reading process to monitor comprehension.
9. Identify author's main idea and purpose.
10. Summarize text relating supporting details.
11. Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
12. Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.

LITERARY READING

13. Read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.
14. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
15. Explain the influence of historical context on the form, style, and point of view of a written work.

READING ANALYSIS and CRITICAL READING

16. Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
17. Draw conclusions and make inferences on explicit and implied information using textual support.
18. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
19. Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.
20. Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
21. Critically evaluate the accuracy, quality, and validity of the information.

Writing

COMPOSING

22. Write clear and varied sentences, clarifying ideas with precise and relevant evidence.
23. Arrange paragraphs into a logical progression.
24. Clarify and defend a position with precise and relevant evidence.
25. Draw evidence from literary or informational texts to support analysis, reflection, and research.
26. Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
27. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
28. Analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
29. Synthesize information to support the thesis and present information in a logical manner.
30. Develop narrative, expository, and persuasive writings for a variety of audiences and purposes.
31. Develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.
32. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

REVISION and EDITING

33. Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.
34. Revise writing for clarity of content, depth of information and technique of presentation.
35. Self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
36. Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
37. Use computer technology to plan, draft, revise, edit, and publish writing.

DOCUMENTATION and ETHICS

38. 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).
39. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Communicating

SPEAKING

40. Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
41. Use details, illustrations, statistics, comparisons, and analogies to support the presentation.
42. Present evidence clearly and convincingly.
43. Use media, visual literacy, and technology skills to create and support the presentation.

LISTENING

44. Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.
45. Monitor listening and use a variety of active listening strategies to make evaluations.
46. Analyze, produce, and examine similarities and differences between visual and verbal media messages.
47. Determine the author's purpose and intended effect on the audience for media messages.
48. Analyze and interpret others' presentations.

COLLABORATING

49. Participate in, collaborate in, and report on small-group learning activities.
50. Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
51. Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.

Virginia Department of EDUCATION

CCRI College and Career Readiness Initiative

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For more information visit http://www.doe.virginia.gov/instruction/college_career_readiness