

English Standards of Learning Crosswalk Between the 2010 and 2002 Standards

Virginia Department of Education
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English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade K English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| Strand: Oral Language | |
| K.1 The student will demonstrate growth in the use of oral language. | |
| a) Listen to a variety of literary forms, including stories and poems. | |
| b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns. | Added “a variety of oral language activities including...echo speaking...recitation...word order...” |
| c) Participate in oral generation of language experience narratives. | New content. |
| d) Participate in creative dramatics. | K.1c |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade K English Standards of Learning Crosswalk | |
|---|---|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| e) Use complete sentences that include subject, verb, and object. | New content. |
| K.2 The student will expand understanding and use of word meanings. | Removed “use listening and speaking vocabularies.” Added “expand understanding and use of word meanings.” |
| a) Increase listening and speaking vocabularies. | New content. |
| b) Use number words. | K.2a |
| c) Use words to describe/name people, places, and things. | K.2b |
| d) Use words to describe/name location, size, color, and shape. | K.2c |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade K English Standards of Learning Crosswalk | |
|---|---------------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| e) Use words to describe/name actions. | K.2d |
| f) Ask about words not understood. | K.2e |
| g) Use vocabulary from other content areas. | New content. |
| K.3 The student will build oral communication skills. | |
| a) Express ideas in complete sentences and express needs through direct requests. | K.3b Added “through direct requests.” |
| b) Begin to initiate conversations. | K.3e |

English Standards of Learning
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| 2010 Grade K English Standards of Learning Crosswalk | |
|--|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. | K.3a |
| d) Listen and speak in informal conversations with peers and adults. | New content. |
| e) Participate in group and partner discussions about various texts and topics. | K.3f |
| f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. | K.3d |
| g) Follow one- and two-step directions. | K.2f |
| h) Begin to ask how and why questions. | K.2g |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade K English Standards of Learning Crosswalk | |
|--|---|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| K.4 The student will identify, say, segment, and blend various units of speech sounds. | Removed “hear.” Added “identify.” Removed “and manipulate phonemes (small units of sound) of spoken language.” Added “segment, and blend various units of speech sounds.” |
| a) Begin to discriminate between spoken sentences, words, and syllables. | K.1d |
| b) Identify and produce words that rhyme. | K.1e, K.1f |
| c) Blend and segment multisyllabic words at the syllable level. | New content. |
| d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). | Removed “Divide” and “phonemes.” |
| e) Identify words according to shared beginning and/or ending sounds. | K. 4b Removed “orally.” Added “and.” |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade K English Standards of Learning Crosswalk | |
|--|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| Strand: Reading | |
| K.5 The student will understand how print is organized and read. | |
| a) Hold print materials in the correct position. | |
| b) Identify the front cover, back cover, and title page of a book. | |
| c) Distinguish between print and pictures. | New content. |
| d) Follow words from left to right and from top to bottom on a printed page. | K.5c |

English Standards of Learning
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|---|---|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| e) Match voice with print (concept of word). | K.5d Removed “syllable, words, and phrases.” |
| K.6 The student will demonstrate an understanding that print conveys meaning. | Removed “makes sense.” Added “conveys meaning.” |
| a) Identify common signs and logos. | K.6b |
| b) Explain that printed materials provide information. | K.6a |
| c) Read and explain own writing and drawings. | K.6d |
| d) Read his/her name and read fifteen meaningful, concrete words. | K.6c Reworded to “Read his/her name and read fifteen meaningful, concrete words.” |

English Standards of Learning
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| 2010 Grade K English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| K.7 The student will develop an understanding of basic phonetic principles. | |
| a) Identify and name the uppercase and lowercase letters of the alphabet. | |
| b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. | Added “and initial consonant digraph.” |
| c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. | New content. |
| d) Identify beginning consonant sounds in single-syllable words. | K.7c |
| K.8 The student will expand vocabulary. | New content. |

English Standards of Learning
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|--|---------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| a) Discuss meanings of words. | New content. |
| b) Develop vocabulary by listening to a variety of texts read aloud. | New content. |
| K.9 The student will demonstrate comprehension of fictional texts. | K. 8 Removed “and non-fiction.” |
| a) Identify what an author does and what an illustrator does. | K.8e |
| b) Relate previous experiences to what is read. | New content. |
| c) Use pictures to make predictions. | K.8a |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

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|--|-------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| d) Begin to ask and answer questions about what is read. | New content. |
| e) Use story language in discussions and retellings. | K.8d |
| f) Retell familiar stories, using beginning, middle, and end. | K.8b |
| g) Discuss characters, setting, and events. | K.8c |
| K.10 The student will demonstrate comprehension of nonfiction texts. | New content. |
| a) Use pictures to identify topic and make predictions. | New content. |

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Crosswalk between the 2010 and 2002 Standards

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|--|---|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| b) Identify text features specific to the topic, such as titles, headings, and pictures. | New content. |
| Strand: Writing | |
| K.11 The student will print in manuscript. | K.9 |
| a) Print uppercase and lowercase letters of the alphabet independently. | K.9 |
| b) Print his/her first and last names. | K.10 |
| K.12 The student will write to communicate ideas for a variety of purposes. | K.11 Added “for a variety of purposes.” |

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|--|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| a) Differentiate pictures from writing. | New content. |
| b) Draw pictures and/or use letters and phonetically spelled words to write about experiences. | K.11a Removed “stories, people, objects, or events.” |
| c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. | New content. |
| d) Write left to right and top to bottom. | K.11b |
| K.13 The student will use available technology for reading and writing. | K.12 |

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| 2010 Grade 1 English Standards of Learning Crosswalk | |
|---|---|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| Strand: Oral Language | |
| 1.1 The student will continue to demonstrate growth in the use of oral language. | |
| a) Listen and respond to a variety of electronic media and other age-appropriate materials. | Removed “books, audiotapes, videos.” Added “electronic” |
| b) Tell and retell stories and events in logical order. | |
| c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns. | |
| d) Participate in creative dramatics. | New content. |

English Standards of Learning
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| 2010 Grade 1 English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| e) Express ideas orally in complete sentences. | 1.1d |
| 1.2 The student will expand understanding and use of word meanings. | Removed “continue to...and use listening and speaking vocabularies.” Added “understanding and use of word meanings.” |
| a) Increase listening and speaking vocabularies. | Changed “oral descriptive vocabulary” to “listening and speaking vocabularies.” |
| b) Begin to ask for clarification and explanation of words and ideas. | |
| c) Use common singular and plural nouns. | 1.2e |
| d) Use vocabulary from other content areas. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

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|---|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| 1.3 The student will adapt or change oral language to fit the situation. | |
| a) Initiate conversation with peers and adults. | |
| b) Follow rules for conversation using appropriate voice level in small-group settings. | Added “using appropriate voice level in small-group settings” from 1.3c. |
| c) Ask and respond to questions. | 1.3d Removed “in small group settings.” |
| d) Follow simple two-step oral directions. | 1.2c |
| e) Give simple two-step oral directions. | 1.2d |

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Crosswalk between the 2010 and 2002 Standards

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|--|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| 1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. | Removed “phonemes (small units of sound) in syllables and multisyllabic words.” Added “produce” and “various units of speech sounds within words.” |
| a) Create rhyming words. | 1.4c Removed “orally.” |
| b) Count phonemes (sounds) in one-syllable words. | 1.4a Removed “a maximum of three syllables.” Added “one-syllable.” |
| c) Blend sounds to make one-syllable words. | 1.4d Removed “word parts and words with one to three syllables.” Added “one-syllable words.” |
| d) Segment one-syllable words into individual speech sounds (phonemes). | New content. |
| e) Add or delete phonemes (sounds) to make new words. | 1.4b Removed “orally...change...syllables or.” |

English Standards of Learning
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|--|---------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| Strand: Reading | |
| 1.5 The student will apply knowledge of how print is organized and read. | |
| a) Read from left to right and from top to bottom. | |
| b) Match spoken words with print. | |
| c) Identify letters, words, sentences, and ending punctuation. | Added “and ending punctuation.” |
| d) Read his/her own writing. | New content. |

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| 2010 Grade 1 English Standards of Learning Crosswalk | |
|---|-------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| 1.6 The student will apply phonetic principles to read and spell. | |
| a) Use beginning and ending consonants to decode and spell single-syllable words. | |
| b) Use two-letter consonant blends to decode and spell single-syllable words. | |
| c) Use beginning consonant digraphs to decode and spell single-syllable words. | |
| d) Use short vowel sounds to decode and spell single-syllable words. | |
| e) Blend beginning, middle, and ending sounds to recognize and read words. | |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 1 English Standards of Learning Crosswalk | |
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| 2010 STANDARDS | CHANGES/ 2002 Standards |
| f) Use word patterns to decode unfamiliar words. | |
| g) Read and spell simple two-syllable compound words. | Removed “Use.” Added “Read and spell simple two-syllable.” |
| h) Read and spell commonly used sight words. | Removed “high frequency... including <i>the, said, and come.</i> ” |
| 1.7 The student will use semantic clues and syntax to expand vocabulary when reading. | Removed “meaning...language structure.” Added semantic...syntax.” |
| a) Use words, phrases, and sentences. | New content. |
| b) Use titles and pictures. | 1.7a |

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| 2010 Grade 1 English Standards of Learning Crosswalk | |
|--|-------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| c) Use information in the story to read words. | 1.7b |
| d) Use knowledge of sentence structure. | 1.7c |
| e) Use knowledge of story structure. | New content. |
| f) Reread and self-correct. | 1.7d |
| 1.8 The student will expand vocabulary. | New content. |
| a) Discuss meanings of words in context. | New content. |

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| 2010 Grade 1 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| b) Develop vocabulary by listening to and reading a variety of texts. | New content. |
| c) Ask for the meaning of unknown words and make connections to familiar words. | New content. |
| d) Use text clues such as words or pictures to discern meanings of unknown words. | New content. |
| e) Use vocabulary from other content areas. | New content. |
| 1.9 The student will read and demonstrate comprehension of a variety of fictional texts. | Removed “and nonfiction.” Added “texts.” |
| a) Preview the selection. | |

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|--|---|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| b) Set a purpose for reading. | |
| c) Relate previous experiences to what is read. | |
| d) Make and confirm predictions. | Removed “about content.” Added “and confirm.” |
| 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. | |

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|---|---------------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| h) Identify the main idea or theme. | Removed “topic or.” Added “or theme.” |
| i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression. | New content. |
| 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. | New content. |
| a) Preview the selection. | New content. |
| b) Use prior and background knowledge as context for new learning. | New content. |
| c) Set a purpose for reading. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 1 English Standards of Learning Crosswalk | |
|---|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| d) Identify text features such as pictures, headings, charts, and captions. | New content. |
| e) Make and confirm predictions. | New content. |
| f) Ask and answer who, what, where, when, why, and how questions about what is read. | New content. |
| g) Identify the main idea. | New content. |
| h) Read and reread familiar passages with fluency, accuracy, and meaningful expression. | New content. |

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Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 1 English Standards of Learning Crosswalk | |
|---|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| 1.11 The student will use simple reference materials. | 1.10 |
| a) Use knowledge of alphabetical order by first letter. | 1.10a |
| b) Use a picture dictionary to find meanings of unfamiliar words. | 1.10b |
| Strand: Writing | |
| 1.12 The student will print legibly. | 1.11 |
| a) Form letters accurately. | 1.11a Added “accurately.” |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 1 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| b) Space words within sentences. | 1.11b Removed “and.” Added “within.” |
| c) Use the alphabetic code to write unknown words phonetically. | New content. |
| 1.13 The student will write to communicate ideas for a variety of purposes. | 1.12 Added “for a variety of purposes.” |
| a) Generate ideas. | 1.12a |
| b) Focus on one topic. | 1.12b |
| c) Revise by adding descriptive words when writing about people, places, things, and events. | 1.12c Removed “Use.” Added “Revise by adding.” |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 1 English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| d) Use complete sentences in final copies. | 1.12d |
| e) Begin each sentence with a capital letter and use ending punctuation in final copies. | 1.12e |
| f) Use correct spelling for commonly used sight words and phonetically regular words in final copies. | 1.12f Removed “high frequency.” Added “commonly used.” |
| g) Share writing with others. | 1.12g |
| 1.14 The student will use available technology for reading and writing. | 1.12h Added “for reading and writing.” |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 2 English Standards of Learning Crosswalk | |
|---|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| Strand: Oral Language | |
| 2.1 The student will demonstrate an understanding of oral language structure. | |
| a) Create oral stories to share with others. | |
| b) Create and participate in oral dramatic activities. | |
| c) Use correct verb tenses in oral communication. | |
| d) Use increasingly complex sentence structures in oral communication. | |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 2 English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| e) Begin to self-correct errors in language use. | New content. |
| 2.2 The student will expand understanding and use of word meanings. | Added “understanding and use of word meanings.” “Listening and speaking vocabularies” moved to 2.2a. |
| a) Increase listening and speaking vocabularies. | 2.2 |
| b) Use words that reflect a growing range of interests and knowledge. | 2.2a |
| c) Clarify and explain words and ideas orally. | 2.2b |
| d) Identify and use synonyms and antonyms. | 2.2e |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 2 English Standards of Learning Crosswalk | |
|--|---|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| e) Use vocabulary from other content areas. | New content. |
| 2.3 The student will use oral communication skills. | |
| a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond. | Added “to clarify and to respond.” |
| b) Share stories or information orally with an audience. | |
| c) Participate as a contributor and leader in a group. | |
| d) Retell information shared by others. | Removed “Summarize” and “orally.” Added “Retell.” |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 2 English Standards of Learning Crosswalk | |
|--|-------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| e) Follow three- and four-step directions. | 2.2c |
| f) Give three- and four-step directions. | 2.2d |
| 2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. | New content. |
| a) Count phonemes (sounds) within one-syllable words. | New content. |
| b) Blend sounds to make one-syllable words. | New content. |
| c) Segment one-syllable words into individual speech sounds (phonemes). | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 2 English Standards of Learning Crosswalk | |
|---|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| d) Add or delete phonemes (sounds) to make words. | New content. |
| e) Blend and segment multisyllabic words at the syllable level. | New content. |
| Strand: Reading | |
| 2.5 The student will use phonetic strategies when reading and spelling. | 2.4 |
| a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words. | 2.4a |
| b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words. | 2.4b |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 2 English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| c) Decode regular multisyllabic words. | 2.4c |
| 2.6 The student will use semantic clues and syntax to expand vocabulary when reading. | 2.5 Changed “meaning” to “semantic” and “language structure” to “syntax to expand vocabulary.” |
| a) Use information in the story to read words. | 2.5a |
| b) Use knowledge of sentence structure. | 2.5b |
| c) Use knowledge of story structure and sequence. | 2.5c |
| d) Reread and self-correct. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 2 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| 2.7 The student will expand vocabulary when reading. | 2.6 Removed “use language structure to.” |
| a) Use knowledge of homophones. | New content. |
| b) Use knowledge of prefixes and suffixes. | 2.6a |
| c) Use knowledge of antonyms and synonyms. | 2.6d |
| d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. | New content. |
| e) Use vocabulary from other content areas. | New content |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 2 English Standards of Learning Crosswalk | |
|--|-------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| 2.8 The student will read and demonstrate comprehension of fictional texts. | Removed “and nonfiction.” |
| a) Make and confirm predictions. | 2.8b Removed “about content.” |
| b) Relate previous experiences to the main idea. | 2.8c |
| c) Ask and answer questions about what is read. | 2.8d |
| d) Locate information to answer questions. | 2.8e |
| e) Describe characters, setting, and important events in fiction and poetry. | 2.8f |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 2 English Standards of Learning Crosswalk | |
|---|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| f) Identify the problem and solution. | 2.8h |
| g) Identify the main idea. | 2.8h |
| h) Summarize stories and events with beginning, middle, and end in the correct sequence. | New content. |
| i) Draw conclusions based on the text. | New content. |
| j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 2 English Standards of Learning Crosswalk | |
|--|-------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| 2.9 The student will read and demonstrate comprehension of nonfiction texts. | New content. |
| a) Preview the selection using text features. | New content. |
| b) Make and confirm predictions about the main idea. | New content. |
| c) Use prior and background knowledge as context for new learning. | New content. |
| d) Set purpose for reading. | New content. |
| e) Ask and answer questions about what is read. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 2 English Standards of Learning Crosswalk | |
|---|-------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| f) Locate information to answer questions. | New content. |
| g) Identify the main idea. | New content. |
| h) Read and reread familiar passages with fluency, accuracy, and meaningful expression. | New content. |
| 2.10 The student will demonstrate comprehension of information in reference materials. | 2.9 |
| a) Use table of contents. | 2.9a |
| b) Use pictures, captions, and charts. | 2.9b Added “captions.” |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

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|---|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| c) Use dictionaries, glossaries, and indices. | 2.9c |
| d) Use online resources. | New content. |
| Strand: Writing | |
| 2.11 The student will maintain legible printing and begin to make the transition to cursive. | 2.10 Added “legible.” Replaced “manuscript” with “printing.” |
| 2.12 The student will write stories, letters, and simple explanations. | 2.11 |
| a) Generate ideas before writing. | 2.11a |

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|--|---|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| b) Organize writing to include a beginning, middle, and end for narrative and expository writing. | 2.11b Added “for narrative and expository writing.” |
| c) Expand writing to include descriptive detail. | New content. |
| d) Revise writing for clarity. | 2.11d |
| 2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. | 2.12 |
| a) Recognize and use complete sentences. | 2.12a |
| b) Use and punctuate declarative, interrogative, and exclamatory sentences. | 2.12b |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

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|--|---|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| c) Capitalize all proper nouns and the word <i>I</i> . | 2.12c |
| d) Use singular and plural nouns and pronouns. | 2.12d |
| e) Use apostrophes in contractions and possessives. | 2.12e Removed “including <i>don’t</i> , <i>isn’t</i> , and <i>can’t</i> .” Added “and possessives.” |
| f) Use contractions and singular possessives. | New content. |
| g) Use knowledge of simple abbreviations. | 2.12g |
| h) Use correct spelling for commonly used sight words, including compound words and regular plurals. | 2.12f Removed “high frequency.” Added “commonly used.” |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

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|---|-------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| i) Use commas in the salutation and closing of a letter. | New content. |
| j) Use verbs and adjectives correctly in sentences. | New content. |
| 2.14 The student will use available technology for reading and writing. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 3 English Standards of Learning Crosswalk | |
|--|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| Strand: Oral Language | |
| 3.1 The student will use effective communication skills in group activities. | |
| a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said. | |
| b) Ask and respond to questions from teachers and other group members. | |
| c) Explain what has been learned. | |
| d) Use language appropriate for context. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 3 English Standards of Learning Crosswalk | |
|---|-----------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| e) Increase listening and speaking vocabularies. | New content. |
| 3.2 The student will present brief oral reports using visual media. | Added “using visual media.” |
| a) Speak clearly. | |
| b) Use appropriate volume and pitch. | |
| c) Speak at an understandable rate. | |
| d) Organize ideas sequentially or around major points of information. | |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 3 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| e) Use contextually appropriate language and specific vocabulary to communicate ideas. | Removed “grammatically correct.” Added “contextually appropriate.” |
| Strand: Reading | |
| 3.3 The student will apply word-analysis skills when reading. | |
| a) Use knowledge of regular and irregular vowel patterns. | Added “regular and irregular.” |
| b) Decode regular multisyllabic words. | 3.3c |
| 3.4 The student will expand vocabulary when reading. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 3 English Standards of Learning Crosswalk | |
|--|-------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| a) Use knowledge of homophones. | 3.3b |
| b) Use knowledge of roots, affixes, synonyms, and antonyms. | New content. |
| c) Apply meaning clues, language structure, and phonetic strategies. | |
| d) Use context to clarify meaning of unfamiliar words. | |
| e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. | New content. |
| f) Use vocabulary from other content areas. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 3 English Standards of Learning Crosswalk | |
|---|--------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| g) Use word reference resources including the glossary, dictionary, and thesaurus. | 3.7a |
| 3.5 The student will read and demonstrate comprehension of fictional text and poetry. | Added “text and poetry.” |
| a) Set a purpose for reading. | |
| b) Make connections between previous experiences and reading selections. | |
| c) Make, confirm, or revise predictions. | |
| d) Compare and contrast settings, characters, and events. | |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 3 English Standards of Learning Crosswalk | |
|---|---|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| e) Identify the author’s purpose. | |
| f) Ask and answer questions about what is read. | Added “about what is read.” |
| g) Draw conclusions about text. | Removed “character and plot.” Added “text.” |
| h) Identify the problem and solution. | New content. |
| i) Identify the main idea. | New content. |
| j) Identify supporting details. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 3 English Standards of Learning Crosswalk | |
|--|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| k) Use reading strategies to monitor comprehension throughout the reading process. | New content. |
| l) Differentiate between fiction and nonfiction. | New content. |
| m) Read with fluency and accuracy. | New content. |
| 3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. | |
| a) Identify the author’s purpose. | |
| b) Use prior and background knowledge as context for new learning. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 3 English Standards of Learning Crosswalk | |
|---|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| c) Preview and use text features. | 3.4a |
| d) Ask and answer questions about what is read. | 3.6c |
| e) Draw conclusions based on text. | 3.6d Added “based on text.” |
| f) Summarize major points found in nonfiction texts. | |
| g) Identify the main idea. | New content. |
| h) Identify supporting details. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 3 English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| i) Compare and contrast the characteristics of biographies and autobiographies. | 3.6g Removed “Identify the.” Added “Compare and contrast.” |
| j) Use reading strategies to monitor comprehension throughout the reading process. | New content. |
| k) Identify new information gained from reading. | New content. |
| l) Read with fluency and accuracy. | 3.4e |
| 3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources. | Added “and electronic.” |
| a) Use encyclopedias and other reference books, including online reference materials. | “Dictionary, glossary, thesaurus” moved to 3.4g. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 3 English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| b) Use table of contents, indices, and charts. | New content. |
| Strand: Writing | |
| 3.8 The student will write legibly in cursive. | |
| 3.9 The student will write for a variety of purposes. | 3.10 Removed “including stories, letters, simple explanations, and short reports across all content areas.” Added “for a variety of purposes.” |
| a) Identify the intended audience. | 3.10c |
| b) Use a variety of prewriting strategies. | 3.10a |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 3 English Standards of Learning Crosswalk | |
|---|---|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| c) Write a clear topic sentence focusing on the main idea. | New content. |
| d) Write a paragraph on the same topic. | New content. |
| e) Use strategies for organization of information and elaboration according to the type of writing. | 3.10b Added “elaboration.” |
| f) Include details that elaborate the main idea. | 3.9d Removed “descriptive and central.” Added “main.” |
| g) Revise writing for clarity of content using specific vocabulary and information. | 3.9e, 3.10d |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 3 English Standards of Learning Crosswalk | |
|--|-------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. | 3.11 |
| a) Use complete sentences. | 3.11a Removed “varied.” |
| b) Use transition words to vary sentence structure. | New content. |
| c) Use the word <i>I</i> in compound subjects. | 3.11b |
| d) Use past and present verb tense. | 3.11c |
| e) Use singular possessives. | 3.11d |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 3 English Standards of Learning Crosswalk | |
|---|-----------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| f) Use commas in a simple series. | 3.11e |
| g) Use simple abbreviations. | 3.11f |
| h) Use apostrophes in contractions with pronouns and in possessives. | 3.11g Added “and in possessives.” |
| i) Use the articles <i>a</i> , <i>an</i> , and <i>the</i> correctly. | 4.8g |
| j) Use correct spelling for frequently used sight words, including irregular plurals. | 3.11h |
| 3.11 The student will write a short report. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 3 English Standards of Learning Crosswalk | |
|--|-------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| a) Construct questions about the topic. | New content. |
| b) Identify appropriate resources. | New content. |
| c) Collect and organize information about the topic into a short report. | New content. |
| d) Understand the difference between plagiarism and using own words. | New content. |
| 3.12 The student will use available technology for reading and writing. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 4 English Standards of Learning Crosswalk | |
|--|-------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| Strand: Communication: Speaking, Listening, Media Literacy changed from Oral Language | |
| 4.1 The student will use effective oral communication skills in a variety of settings. | |
| a) Present accurate directions to individuals and small groups. | |
| b) Contribute to group discussions across content areas. | Added “across content areas.” |
| c) Seek ideas and opinions of others. | |
| d) Use evidence to support opinions. | |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 4 English Standards of Learning Crosswalk | |
|---|-------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| e) Use grammatically correct language and specific vocabulary to communicate ideas. | |
| f) Communicate new ideas to others. | New content. |
| g) Demonstrate the ability to collaborate with diverse teams. | New content. |
| h) Demonstrate the ability to work independently. | New content. |
| 4.2 The student will make and listen to oral presentations and reports. | |
| a) Use subject-related information and vocabulary. | |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 4 English Standards of Learning Crosswalk | |
|--|-------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| b) Listen to and record information. | |
| c) Organize information for clarity. | |
| d) Use language and style appropriate to the audience, topic, and purpose. | New content. |
| 4.3 The student will learn how media messages are constructed and for what purposes. | New content. |
| a) Differentiate between auditory, visual, and written media messages. | New content. |
| b) Identify the characteristics of various media messages. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 4 English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| Strand: Reading | |
| 4.4 The student will expand vocabulary when reading. | Vocabulary Standard. 4.3 Removed “read fiction and nonfiction with fluency and accuracy.” Added “expand vocabulary when reading.” |
| a) Use context to clarify meanings of unfamiliar words. | 4.3a |
| b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. | 4.3c Removed “Use knowledge of word origins... homonyms...multiple meanings of words.” Added “roots, affixes...homophones.” |
| c) Use word-reference materials, including the glossary, dictionary, and thesaurus. | 4.3d |
| d) Develop vocabulary by listening to and reading a variety of texts. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 4 English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| e) Use vocabulary from other content areas. | New content. |
| 4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. | Fiction Standard. 4.4 Added “narrative nonfiction texts, and poetry.” |
| a) Explain the author’s purpose. | 4.4a |
| b) Describe how the choice of language, setting, characters, and information contributes to the author’s purpose. | 4.4b Added “characters.” |
| c) Identify the main idea. | 4.4d Removed “major events and supporting details.” Added “main idea.” |
| d) Summarize supporting details. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 4 English Standards of Learning Crosswalk | |
|--|-------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| e) Identify the problem and solution. | New content. |
| f) Describe the relationship between text and previously read materials. | 4.4e |
| g) Identify sensory words. | 4.4f |
| h) Draw conclusions/make inferences about text. | New content. |
| i) Make, confirm, or revise predictions. | New content. |
| j) Identify cause and effect relationships. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 4 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| k) Use reading strategies throughout the reading process to monitor comprehension. | New content. |
| l) Read with fluency and accuracy. | New content. |
| 4.6 The student will read and demonstrate comprehension of nonfiction texts. | Nonfiction Standard.. 4.5 Added “texts.” |
| a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts. | 4.5a Removed “organizers.” Added “structures...in both print and digital texts.” |
| b) Formulate questions that might be answered in the selection. | 4.5b |
| c) Explain the author’s purpose. | 4.5c |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 4 English Standards of Learning Crosswalk | |
|---|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| d) Identify the main idea. | New content. |
| e) Summarize supporting details. | 4.5f |
| f) Draw conclusions and make simple inferences using textual information as support. | 4.5d, 4.5e |
| g) Distinguish between cause and effect. | 4.5h |
| h) Distinguish between fact and opinion. | 4.5h |
| i) Use prior knowledge and build additional background knowledge as context for new learning. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 4 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| j) Identify new information gained from reading. | 4.5i |
| k) Use reading strategies throughout the reading process to monitor comprehension. | New content. |
| l) Read with fluency and accuracy. | New content. |
| Strand: Writing | |
| 4.7 The student will write cohesively for a variety of purposes. | Removed “effective narratives, poems, and explanations.” Added “cohesively for a variety of purposes.” |
| a) Identify intended audience. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 4 English Standards of Learning Crosswalk | |
|--|-------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| b) Focus on one aspect of a topic. | 4.7a |
| c) Use a variety of pre-writing strategies. | 4.7b |
| d) Organize writing to convey a central idea. | 4.7c |
| e) Recognize different modes of writing have different patterns of organization. | New content. |
| f) Write a clear topic sentence focusing on the main idea. | New content. |
| g) Write two or more related paragraphs on the same topic. | 4.7d |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 4 English Standards of Learning Crosswalk | |
|---|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| h) Use transition words for sentence variety. | New content. |
| i) Utilize elements of style, including word choice and sentence variation. | 4.7e |
| j) Revise writing for clarity of content using specific vocabulary and information. | New content. |
| k) Include supporting details that elaborate the main idea. | New content. |
| 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. | Added “paragraphing.” |
| a) Use subject-verb agreement. | |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 4 English Standards of Learning Crosswalk | |
|---|-------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| b) Include prepositional phrases. | |
| c) Eliminate double negatives. | |
| d) Use noun-pronoun agreement. | |
| e) Use commas in series, dates, and addresses. | |
| f) Incorporate adjectives and adverbs. | |
| g) Use correct spelling for frequently used words, including common homophones. | 4.8h |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 4 English Standards of Learning Crosswalk | |
|--|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| h) Use singular possessives. | New content. |
| New Strand: Research | |
| 4.9 The student will demonstrate comprehension of information resources to research a topic. | 4.6 |
| a) Construct questions about a topic. | 4.6a |
| b) Collect information from multiple resources including online, print, and media. | 4.6b |
| c) Use technology as a tool to organize, evaluate, and communicate information. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 4 English Standards of Learning Crosswalk | |
|--|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| d) Give credit to sources used in research. | New content. |
| e) Understand the difference between plagiarism and using own words. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 5 English Standards of Learning Crosswalk | |
|--|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| Strand: Communication: Speaking, Listening, Media Literacy changed from Oral Language | |
| 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. | |
| a) Participate in and contribute to discussions across content areas. | |
| b) Organize information to present in reports of group activities. | |
| c) Summarize information gathered in group activities. | |
| d) Communicate new ideas to others. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 5 English Standards of Learning Crosswalk | |
|---|----------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| e) Demonstrate the ability to collaborate with diverse teams. | New content. |
| f) Demonstrate the ability to work independently. | New content. |
| 5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations. | Added “verbal and...to deliver.” |
| a) Maintain eye contact with listeners. | |
| b) Use gestures to support, accentuate, and dramatize verbal message. | |
| c) Use facial expressions to support and dramatize verbal message. | |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 5 English Standards of Learning Crosswalk | |
|---|-------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| d) Use posture appropriate for communication setting. | |
| e) Determine appropriate content for audience. | 5.3a |
| f) Organize content sequentially around major ideas. | 5.3b |
| g) Summarize main points as they relate to main idea or supporting details. | 5.3e |
| h) Incorporate visual media to support the presentation. | 5.3d |
| i) Use language and style appropriate to the audience, topic, and purpose. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 5 English Standards of Learning Crosswalk | |
|--|---|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| 5.3 The student will learn how media messages are constructed and for what purposes. | New content. |
| a) Differentiate between auditory, visual, and written media messages. | New content. |
| b) Identify the characteristics and effectiveness of a variety of media messages. | New content. |
| Strand: Reading | |
| 5.4 The student will expand vocabulary when reading. | Vocabulary Standard. 5.4 Removed "read fiction and nonfiction with fluency and accuracy. " Added "expand vocabulary when reading." |
| a) Use context to clarify meaning of unfamiliar words and phrases. | Added "and phrases." |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 5 English Standards of Learning Crosswalk | |
|---|---|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. | New content. |
| c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. | 5.4b Removed “prefixes, and suffixes”. Added “affixes, synonyms, antonyms, and homophones.” |
| d) Identify an author’s use of figurative language. | New content. |
| e) Use dictionary, glossary, thesaurus, and other word-reference materials. | 5.4c |
| f) Develop vocabulary by listening to and reading a variety of texts. | New content. |
| g) Study word meanings across content areas. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 5 English Standards of Learning Crosswalk | |
|---|---|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. | Fiction Standard. Added “fictional texts, narrative nonfiction, and poetry.” |
| a) Describe the relationship between text and previously read materials. | |
| b) Describe character development. | Removed “in fiction and poetry.” |
| c) Describe the development of plot and explain the resolution of conflict(s). | |
| d) Describe the characteristics of free verse, rhymed, and patterned poetry. | |
| e) Describe how an author’s choice of vocabulary contributes to the author’s style. | |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 5 English Standards of Learning Crosswalk | |
|--|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| f) Identify and ask questions that clarify various points of view. | New content. |
| g) Identify main idea. | New content. |
| h) Summarize supporting details from text. | New content. |
| i) Draw conclusions and make inferences from text. | New content. |
| j) Identify cause and effect relationships. | New content. |
| k) Make, confirm, or revise predictions. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 5 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| l) Use reading strategies throughout the reading process to monitor comprehension. | New content. |
| m) Read with fluency and accuracy. | New content. |
| 5.6 The student will read and demonstrate comprehension of nonfiction texts. | Nonfiction Standard. |
| a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts. | Added “in both print and digital texts.” |
| b) Use prior knowledge and build additional background knowledge as context for new learning. | New content. |
| c) Skim materials to develop a general overview of content and to locate specific information. | 5.6f |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 5 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| d) Identify the main idea of nonfiction texts. | New content. |
| e) Summarize supporting details in nonfiction texts. | New content. |
| f) Identify structural patterns found in nonfiction. | 5.6b |
| g) Locate information to support opinions, predictions, and conclusions. | 5.6c |
| h) Identify cause and effect relationships following transition words signaling the pattern. | 5.6d Added “following transition words signaling the pattern.” |
| i) Differentiate between fact and opinion. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 5 English Standards of Learning Crosswalk | |
|--|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| j) Identify, compare, and contrast relationships. | 5.6e |
| k) Identify new information gained from reading. | New content. |
| l) Use reading strategies throughout the reading process to monitor comprehension. | New content. |
| m) Read with fluency and accuracy. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 5 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| Strand: Writing | |
| 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. | 5.8 Added “and to persuade.” |
| a) Identify intended audience. | 5.8c Removed “Demonstrate awareness of.” Added “Identify.” |
| b) Use a variety of prewriting strategies. | 5.8a |
| c) Organize information to convey a central idea. | 5.8b Added “to convey a central idea.” |
| d) Write a clear topic sentence focusing on the main idea. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 5 English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| e) Write multiparagraph compositions. | New content. |
| f) Use precise and descriptive vocabulary to create tone and voice. | 5.8d |
| g) Vary sentence structure by using transition words. | 5.8e Added “by using transition words.” |
| h) Revise for clarity of content using specific vocabulary and information. | 5.8f Added “of content using specific vocabulary and information.” |
| i) Include supporting details that elaborate the main idea. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 5 English Standards of Learning Crosswalk | |
|---|-------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. | 5.9 Added “and paragraphing.” |
| a) Use plural possessives. | 5.9a |
| b) Use adjective and adverb comparisons. | 5.9b |
| c) Identify and use interjections. | 5.9c |
| d) Use apostrophes in contractions and possessives. | 5.9d |
| e) Use quotation marks with dialogue. | 5.9e |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 5 English Standards of Learning Crosswalk | |
|---|---|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| f) Use commas to indicate interrupters. | 5.9f Removed “and in the salutation and closing of a letter.” |
| g) Use a hyphen to divide words at the end of a line. | 5.9g |
| h) Edit for fragments and run-on sentences. | 5.9h Removed “clausal” and “excessive coordination.” |
| i) Eliminate double negatives. | New content. |
| j) Use correct spelling of commonly used words. | New content. |
| k) Identify and use conjunctions. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 5 English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| New Strand: Research | |
| 5.9 The student will find, evaluate, and select appropriate resources for a research product. | New content. |
| a) Construct questions about a topic. | New content. |
| b) Collect information from multiple resources including online, print, and media. | New content. |
| c) Use technology as a tool to research, organize, evaluate, and communicate information. | 5.8g Added “to research, organize, evaluate, and communicate information.” |
| d) Organize information presented on charts, maps, and graphs. | 5.7b |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 5 English Standards of Learning Crosswalk | |
|---|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| e) Develop notes that include important concepts, summaries, and identification of information sources. | 5.7a |
| f) Give credit to sources used in research. | New content. |
| g) Define the meaning and consequences of plagiarism. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 6 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| Strand: Communication: Speaking, Listening, Media Literacy changed from Oral Language | |
| 6.1 The student will participate in and contribute to small-group activities. | Removed “analyze.” Added “participate in” and “contribute to.” |
| a) Communicate as leader and contributor. | |
| b) Evaluate own contributions to discussions. | |
| c) Summarize and evaluate group activities. | |
| d) Analyze the effectiveness of participant interactions. | |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 6 English Standards of Learning Crosswalk | |
|--|------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| 6.2 The student will present, listen critically, and express opinions in oral presentations. | Added “present.” |
| a) Distinguish between fact and opinion. | |
| b) Compare and contrast viewpoints. | |
| c) Present a convincing argument. | |
| d) Paraphrase and summarize what is heard. | 6.2e. Added “and summarize.” |
| e) Use language and vocabulary appropriate to audience, topic, and purpose. | 6.2f |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 6 English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| 6.3 The student will understand the elements of media literacy. | New content. Strand includes media literacy. |
| a) Compare and contrast auditory, visual, and written media messages. | New content. |
| b) Identify the characteristics and effectiveness of a variety of media messages. | New content. |
| c) Craft and publish audience-specific media messages. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 6 English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/2002 Standards |
| Strand: Reading | |
| 6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts. | Vocabulary Standard 6.3 Added “within authentic texts.” |
| a) Identify word origins and derivations. | 6.3a Removed “and inflections.” |
| b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. | New content. |
| c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. | 6. 3c |
| d) Identify and analyze figurative language. | 6.3b Removed “analogies.” Added “and analyze.” |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 6 English Standards of Learning Crosswalk | |
|--|-------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| e) Use word-reference materials. | |
| f) Extend general and specialized vocabulary through speaking, listening, reading, and writing. | New content. |
| 6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. | Fiction Standard 6.4 |
| a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. | 6.4a |
| b) Make, confirm, and revise predictions. | New content. |
| c) Describe how word choice and imagery contribute to the meaning of a text. | 6.4d |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 6 English Standards of Learning Crosswalk | |
|--|-----------------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| d) Describe cause and effect relationships and their impact on plot. | 6.4e |
| e) Use prior and background knowledge as context for new learning. | New content. |
| f) Use information in the text to draw conclusions and make inferences. | 6.4e Removed “stated explicitly.” |
| g) Explain how character and plot development are used in a selection to support a central conflict or story line. | 6.4f |
| h) Identify the main idea. | New content. |
| i) Identify and summarize supporting details. | 6.4g. Additional new content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 6 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/2002 Standards |
| j) Identify and analyze the author’s use of figurative language. | New content. |
| k) Identify transitional words and phrases that signal an author’s organizational pattern. | New content. |
| l) Use reading strategies to monitor comprehension throughout the reading process. | New content. |
| 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. | Nonfiction Standard 6.5 Removed “informational selections.” Added “nonfiction texts.” |
| a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts. | New content. |
| b) Use prior knowledge and build additional background knowledge as context for new learning. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 6 English Standards of Learning Crosswalk | |
|--|-------------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| c) Identify questions to be answered. | 6.5a |
| d) Make, confirm, or revise predictions. | 6.5b |
| e) Draw conclusions and make inferences based on explicit and implied information. | 6.5d |
| f) Differentiate between fact and opinion. | New content. |
| g) Identify main idea. | New content. |
| h) Summarize supporting details. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 6 English Standards of Learning Crosswalk | |
|--|-------------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| i) Compare and contrast information about one topic, which may be contained in different selections. | 6.5f Added “which may be.” |
| j) Identify the author’s organizational pattern. | New content. |
| k) Identify cause and effect relationships. | New content. |
| l) Use reading strategies to monitor comprehension throughout the reading process. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 6 English Standards of Learning Crosswalk | |
|--|---|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| Strand: Writing | |
| 6.7 The student will write narration, description, exposition, and persuasion. | 6.6 |
| a) Identify audience and purpose. | New content. |
| b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. | 6.6a. Added “including graphic organizers.” |
| c) Organize writing structure to fit mode or topic. | New content. |
| d) Establish a central idea and organization. | 6.6b Removed “elaboration and unity.” |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 6 English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| e) Compose a topic sentence or thesis statement if appropriate. | New content. |
| f) Write multiparagraph compositions with elaboration and unity. | New content. |
| g) Select vocabulary and information to enhance the central idea, tone, and voice. | 6.6c |
| h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. | 6.6d |
| i) Revise sentences for clarity of content including specific vocabulary and information. | 6.6e Added “of content including specific vocabulary and information.” |
| j) Use computer technology to plan, draft, revise, edit, and publish writing. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 6 English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| 6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. | 6.7 |
| a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. | 6.7a |
| b) Use subject-verb agreement with intervening phrases and clauses. | 6.7b |
| c) Use pronoun-antecedent agreement to include indefinite pronouns. | 6.7c |
| d) Maintain consistent verb tense across paragraphs. | 6.7d Removed “tense inflection.” Added “verb tense.” |
| e) Eliminate double negatives. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 6 English Standards of Learning Crosswalk | |
|---|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| f) Use quotation marks with dialogue. | New content. |
| g) Choose adverbs to describe verbs, adjectives, and other adverbs. | 6.7e |
| h) Use correct spelling for frequently used words. | 6.7f |
| New Strand: Research | |
| 6.9 The student will find, evaluate, and select appropriate resources for a research product. | 6.5g Added “research product.” |
| a) Collect information from multiple sources including online, print, and media. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 6 English Standards of Learning Crosswalk | |
|---|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| b) Evaluate the validity and authenticity of texts. | New content. |
| c) Use technology as a tool to research, organize, evaluate, and communicate information. | New content. |
| d) Cite primary and secondary sources. | New content. |
| e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 7 English Standards of Learning Crosswalk | | |
|--|---|--|
| 2010 STANDARDS | CHANGES/2002 Standards | |
| Strand: Communication: Speaking, Listening, Media Literacy changed from Oral Language | | |
| 7.1 | The student will participate in and contribute to conversations, group discussions, and oral presentations. | Removed “give and seek information.” Added “participate in” and “contribute to.” |
| | a) Communicate ideas and information orally in an organized and succinct manner. | 7.1b |
| | b) Ask probing questions to seek elaboration and clarification of ideas. | 7.1c |
| | c) Make statements to communicate agreement or tactful disagreement with others’ ideas. | 7.1d Removed “supportive.” |
| | d) Use language and style appropriate to audience, topic, and purpose. | 7.1e Removed “grammatically correct.” |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 7 English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/2002 Standards |
| e) Use a variety of strategies to listen actively. | New content. |
| 7.2 The student will identify and demonstrate the relationship between a speaker’s verbal and nonverbal messages. | Added “and demonstrate.” |
| a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience. | 7.2a Added “appropriate for the intended audience.” |
| b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills. | 7.2b Added “to enhance verbal communication skills.” |
| c) Compare/contrast a speaker’s verbal and nonverbal messages. | |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 7 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/2002 Standards |
| 7.3 The student will understand the elements of media literacy. | New content. Strand includes media literacy. |
| a) Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet. | 7.3 Removed “describe.” Added “Internet.” |
| b) Distinguish between fact and opinion, and between evidence and inference. | Added “and between evidence and inference.” |
| c) Describe how word choice and visual images convey a viewpoint. | Added “visual images convey.” |
| d) Compare and contrast the techniques in auditory, visual, and written media messages. | New content. |
| e) Craft and publish audience-specific media messages. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 7 English Standards of Learning Crosswalk | | |
|---|--|---|
| 2010 STANDARDS | CHANGES/2002 Standards | |
| Strand: Reading | | |
| 7.4 | The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. | Vocabulary Standard Added “within authentic texts.” |
| | a) Identify word origins and derivations. | New content. |
| | b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. | 7.4a Added “cognates, synonyms, and antonyms.” |
| | c) Identify and analyze figurative language. | 7.4b Removed “Recognize analogies.” Added “Identify and analyze.” |
| | d) Identify connotations. | 7.4c |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 7 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/2002 Standards |
| e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. | New content. |
| f) Extend general and specialized vocabulary through speaking, listening, reading, and writing. | New content. |
| 7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. | Fiction Standard Added "texts." |
| a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict. | Added "the elements of narrative structure including." |
| b) Compare and contrast various forms and genres of fictional text. | New content. |
| c) Identify conventional elements and characteristics of a variety of genres. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 7 English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/2002 Standards |
| d) Describe the impact of word choice, imagery, and literary devices including figurative language. | 7.5c Removed “and poetic devices.” Added “and literary devices including figurative language.” |
| e) Make, confirm, and revise predictions. | New content. |
| f) Use prior and background knowledge as a context for new learning. | New content. |
| g) Make inferences and draw conclusions based on the text. | 7.5e, 7.5f |
| h) Identify the main idea. | New content. |
| i) Summarize text relating supporting details. | 7.5g Added “ relating supporting details.” |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 7 English Standards of Learning Crosswalk | |
|---|---|
| 2010 STANDARDS | CHANGES/2002 Standards |
| j) Identify the author’s organizational pattern. | New content. |
| k) Identify cause and effect relationships. | New content. |
| l) Use reading strategies to monitor comprehension throughout the reading process. | New content. |
| 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. | Nonfiction Standard Removed “informational.” Added “nonfiction.” |
| a) Use prior and background knowledge as a context for new learning. | New content. |
| b) Use text structures to aid comprehension. | 7.6a Removed “knowledge of.” |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 7 English Standards of Learning Crosswalk | |
|---|-------------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| c) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases. | New content. |
| d) Draw conclusions and make inferences on explicit and implied information. | New content. |
| e) Differentiate between fact and opinion. | 7.6c |
| f) Identify the source, viewpoint, and purpose of texts. | 7.6d |
| g) Describe how word choice and language structure convey an author’s viewpoint. | 7.6e |
| h) Identify the main idea. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 7 English Standards of Learning Crosswalk | |
|---|---|
| 2010 STANDARDS | CHANGES/2002 Standards |
| i) Summarize text identifying supporting details. | 7.6f Added “identify supporting details.” |
| j) Identify cause and effect relationships. | New content. |
| k) Organize and synthesize information for use in written formats. | 7.6g Removed “and oral presentations.” Added “formats.” |
| l) Use reading strategies to monitor comprehension throughout the reading process. | New content. |
| 7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. | 7.8 |
| a) Identify intended audience. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 7 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/2002 Standards |
| b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. | 7.8a and new content. |
| c) Organize writing structure to fit mode or topic. | New content. |
| d) Establish a central idea and organization. | 7.8b Removed “Elaborate.” Added “Establish.” |
| e) Compose a topic sentence or thesis statement. | New content. |
| f) Write multiparagraph compositions with unity elaborating the central idea. | New content. |
| g) Select vocabulary and information to enhance the central idea, tone, and voice. | 7.8c Added “central idea.” |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 7 English Standards of Learning Crosswalk | |
|---|---|
| 2010 STANDARDS | CHANGES/2002 Standards |
| h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. | New content. |
| i) Use clauses and phrases for sentence variety. | 7.8d |
| j) Revise sentences for clarity of content including specific vocabulary and information. | 7.8e Added “including specific vocabulary and information.” |
| k) Use computer technology to plan, draft, revise, edit, and publish writing. | 7.8f Changed “Use a word processor” to “Use computer technology.” |
| 7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. | 7.9 |
| a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. | 7.9a |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 7 English Standards of Learning Crosswalk | |
|---|------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| b) Choose appropriate adjectives and adverbs to enhance writing. | New content. |
| c) Use pronoun-antecedent agreement to include indefinite pronouns. | New content. |
| d) Use subject-verb agreement with intervening phrases and clauses. | 7.9d |
| e) Edit for verb tense consistency and point of view. | 7.9e |
| f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences. | 7.9b |
| g) Use quotation marks with dialogue. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 7 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/2002 Standards |
| h) Use correct spelling for commonly used words. | New content. |
| New Strand: Research | |
| 7.9 The student will apply knowledge of appropriate reference materials to produce a research product. | 7.7 Added “to produce a research project.” |
| a) Collect and organize information from multiple sources including online, print and media. | 7.7a and new content. |
| b) Evaluate the validity and authenticity of sources. | New content. |
| c) Use technology as a tool to research, organize, evaluate, and communicate information. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 7 English Standards of Learning Crosswalk | |
|---|--------------------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| d) Cite primary and secondary sources. | 7.7d Removed “credit.” Added “cite.” |
| e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| Stra2010 Grade 8 English Standards of Learning Crosswalk | |
|--|-----------------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| Strand: Communication: Speaking, Listening, Media Literacy changed from Oral Language | |
| 8.1 The student will use interviewing techniques to gain information. | |
| a) Prepare and ask relevant questions for the interview. | |
| b) Make notes of responses. | |
| c) Compile, accurately report, and publish responses. | Added “accurately...and publish.” |
| d) Evaluate the effectiveness of the interview. | |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 8 English Standards of Learning Crosswalk | |
|---|------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| 8.2 The student will develop and deliver oral presentations in groups and individually. | |
| a) Choose topic and purpose appropriate to the audience. | |
| b) Choose vocabulary and tone appropriate to the audience, topic, and purpose. | |
| c) Use appropriate verbal and nonverbal presentation skills. | |
| d) Respond to audience questions and comments. | |
| e) Differentiate between standard English and informal language. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 8 English Standards of Learning Crosswalk | |
|--|---|
| 2010 STANDARDS | CHANGES/2002 Standards |
| f) Critique oral presentations. | |
| g) Assume shared responsibility for collaborative work. | New content. |
| h) Use a variety of strategies to listen actively. | New content. |
| 8.3 The student will analyze, develop, and produce creative or informational media messages. | Strand includes media literacy. Added “develop, and produce creative or informational.” |
| a) Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet. | Added “informational...in nonprint media including television, radio, video, and Internet.” |
| b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 8 English Standards of Learning Crosswalk | | |
|---|---|--|
| 2010 STANDARDS | CHANGES/2002 Standards | |
| c) Use media and visual literacy skills to create products that express new understandings. | New content. | |
| d) Evaluate sources for relationships between intent and factual content. | 8.3c Removed “including advertisements, editorials, and feature stories.” | |
| Strand: Reading | | |
| 8.4 | The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. | Vocabulary Standard Removed “derivations, inflections.” Added “within authentic texts.” |
| a) | Identify and analyze an author’s use of figurative language. | New content. |
| b) | Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. | Added “and differentiate among multiple meanings.” |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 8 English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/2002 Standards |
| c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary. | New content. |
| d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words. | New content. |
| e) Discriminate between connotative and denotative meanings and interpret the connotation. | New content. |
| f) Extend general and specialized vocabulary through speaking, listening, reading, and writing. | New content. |
| 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. | Fiction Standard Removed “narrative and poetic forms.” Added “fictional texts, narrative nonfiction, and poetry.” |
| a) Explain the use of symbols and figurative language. | |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 8 English Standards of Learning Crosswalk | |
|--|---|
| 2010 STANDARDS | CHANGES/2002 Standards |
| b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. | New content. |
| c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning. | Removed “Describe”; Added “Explain...voice.” |
| d) Understand the author’s use of conventional elements and characteristics within a variety of genres. | New content. |
| e) Compare and contrast the author’s use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts. | Removed “poetic elements.” Added “author’s...in different texts.” |
| f) Compare and contrast authors’ styles. | 8.5e |
| g) Identify and ask questions that clarify various viewpoints. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 8 English Standards of Learning Crosswalk | |
|---|------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| h) Identify the main idea. | New content. |
| i) Summarize text relating supporting details. | New content. |
| j) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases. | New content. |
| k) Identify cause and effect relationships. | New content. |
| l) Use prior and background knowledge as a context for new learning. | New content. |
| m) Use reading strategies to monitor comprehension throughout the reading process. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 8 English Standards of Learning Crosswalk | |
|--|---|
| 2010 STANDARDS | CHANGES/2002 Standards |
| 8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. | Nonfiction Standard Removed “informational...sources.” Added “nonfiction texts.” |
| a) Draw on background knowledge and knowledge of text structure to understand selections. | |
| b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. | 8.6h,i Added “using evidence from text as support.” |
| c) Analyze the author’s qualifications, viewpoint, and impact. | 8.6b Removed “credentials.” Added “qualifications.” |
| d) Analyze the author’s use of text structure and word choice. | 8.6c |
| e) Analyze details for relevance and accuracy. | 8.6d |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 8 English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/2002 Standards |
| f) Differentiate between fact and opinion. | New content. |
| g) Identify the main idea. | New content. |
| h) Summarize the text identifying supporting details. | 8.6f Removed “and critique.” Added “the...identifying supporting details.” |
| i) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases. | New content. |
| j) Identify cause and effect relationships. | New content. |
| k) Evaluate, organize, and synthesize information for use in written and oral formats. | 8.6g Removed “presentations.” Added “formats.” |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 8 English Standards of Learning Crosswalk | |
|---|-------------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| l) Use reading strategies to monitor comprehension throughout the reading process. | New content. |
| Strand: Writing | |
| 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. | |
| a) Identify intended audience. | New content. |
| b) Use prewriting strategies to generate and organize ideas. | 8.7a |
| c) Distinguish between a thesis statement and a topic sentence. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 8 English Standards of Learning Crosswalk | |
|---|---|
| 2010 STANDARDS | CHANGES/2002 Standards |
| d) Organize details to elaborate the central idea and provide unity. | 8.7b Added “provide unity.” |
| e) Select specific vocabulary and information for audience and purpose. | 8.7c Added “audience and purpose.” |
| f) Use interview quotations as evidence. | New content. |
| g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. | 8.7d Added “clarity of content.” |
| h) Use computer technology to plan, draft, revise, edit, and publish writing. | 8.7e Added “to plan, draft, revise, edit, and publish writing.” |
| 8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. | |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 8 English Standards of Learning Crosswalk | |
|---|------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. | |
| b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words. | |
| c) Choose the correct case and number for pronouns in prepositional phrases with compound objects. | |
| d) Maintain consistent verb tense across paragraphs. | |
| e) Use comparative and superlative degrees in adverbs and adjectives. | |
| f) Use quotation marks with dialogue and direct quotations. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 8 English Standards of Learning Crosswalk | |
|--|------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| g) Use correct spelling for frequently used words. | New content. |
| New Strand: Research | |
| 8.9 The student will apply knowledge of appropriate reference materials to produce a research product. | New content. |
| a) Collect and synthesize information from multiple sources including online, print and media. | New content. |
| b) Evaluate the validity and authenticity of texts. | New content. |
| c) Use technology as a tool to research, organize, evaluate, and communicate information. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 8 English Standards of Learning Crosswalk | |
|--|-------------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. | New content. |
| e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style. | New content. |
| f) Publish findings and respond to feedback. | New content. |
| g) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 9 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| Strand: Communication: Speaking, Listening, Media Literacy changed from Oral Language | |
| 9.1 The student will make planned oral presentations independently and in small groups. | 9.2 Added “independently and in small groups.” |
| a) Include definitions to increase clarity. | 9.2a |
| b) Use relevant details to support main ideas. | 9.2b |
| c) Illustrate main ideas through anecdotes and examples. | 9.2c |
| d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. | 9.2f |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 9 English Standards of Learning Crosswalk | |
|--|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| e) Use verbal and nonverbal techniques for presentation. | New content. |
| f) Evaluate impact and purpose of presentation. | New content. |
| g) Credit information sources. | 9.2d |
| h) Give impromptu responses to questions about presentation. | 9.2e |
| i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems. | New content. |
| j) Use a variety of strategies to listen actively. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 9 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| k) Summarize and evaluate information presented orally by others. | New content. |
| l) Assume shared responsibility for collaborative work. | New content. |
| 9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages. | New content. Strand includes media literacy. |
| a) Analyze and interpret special effects used in media messages including television, film, and Internet. | New content. |
| b) Determine the purpose of the media message and its effect on the audience. | New content. |
| c) Describe possible cause and effect relationships between mass media coverage and public opinion trends. | 8.3b |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 9 English Standards of Learning Crosswalk | |
|---|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content. | New content. |
| e) Monitor, analyze, and use multiple streams of simultaneous information. | New content. |
| Strand: Reading | |
| 9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. | Vocabulary Standard |
| a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. | New content. |
| b) Use context, structure, and connotations to determine meanings of words and phrases. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 9 English Standards of Learning Crosswalk | |
|---|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| c) Discriminate between connotative and denotative meanings and interpret the connotation. | New content. |
| d) Identify the meaning of common idioms. | New content. |
| e) Identify literary and classical allusions and figurative language in text. | New content. |
| f) Extend general and specialized vocabulary through speaking, reading, and writing. | New content. |
| g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 9 English Standards of Learning Crosswalk | |
|---|---|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| 9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama. | Fiction Standard New content. |
| a) Identify author’s main idea and purpose. | 9.3a Removed “format, text structure.” Added “and purpose.” |
| b) Summarize text relating supporting details. | New content. |
| c) Identify the characteristics that distinguish literary forms. | 9.3b |
| d) Use literary terms in describing and analyzing selections. | 9.3c |
| e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. | 9.3d |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 9 English Standards of Learning Crosswalk | |
|---|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion. | New content. |
| g) Analyze the cultural or social function of a literary text. | New content. |
| h) Explain the relationship between the author's style and literary effect. | 9.3e |
| i) Explain the influence of historical context on the form, style, and point of view of a written work. | 9.3g |
| j) Compare and contrast author's use of literary elements within a variety of genres. | New content. |
| k) Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 9 English Standards of Learning Crosswalk | |
|--|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension. | New content. |
| m) Use reading strategies to monitor comprehension throughout the reading process. | New content. |
| 9.5 The student will read and analyze a variety of nonfiction texts. | Nonfiction Standard 9.4 |
| a) Recognize an author’s intended purpose for writing and identify the main idea. | New content. |
| b) Summarize text relating supporting details. | New content. |
| c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 9 English Standards of Learning Crosswalk | |
|--|--------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| d) Identify characteristics of expository, technical, and persuasive texts. | New content. |
| e) Identify a position/argument to be confirmed, disproved, or modified. | 9.4a |
| f) Evaluate clarity and accuracy of information. | 9.4b |
| g) Analyze and synthesize information in order to solve problems, answer questions, or complete a task. | New content. |
| h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence. | New content. |
| i) Differentiate between fact and opinion. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 9 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| j) Organize and synthesize information from sources for use in written and oral presentations. | 9.4c Removed “apply.” Added “Organize...for use.” |
| k) Use the reading strategies to monitor comprehension throughout the reading process. | New content. |
| Strand: Writing | |
| 9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. | Removed “informational...to inform, explain, analyze, or entertain.” Added “and persuasive...for a variety of audiences and purposes.” |
| a) Generate, gather, and organize ideas for writing. | |
| b) Plan and organize writing to address a specific audience and purpose. | |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 9 English Standards of Learning Crosswalk | |
|---|---|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| c) Communicate clearly the purpose of the writing using a thesis statement where appropriate. | Added “using a thesis statement where appropriate.” |
| d) Write clear, varied sentences using specific vocabulary and information. | 9.6d, 9.6e |
| e) Elaborate ideas clearly through word choice and vivid description. | New content. |
| f) Arrange paragraphs into a logical progression. | |
| g) Use transitions between paragraphs and ideas. | New content. |
| h) Revise writing for clarity of content, accuracy and depth of information. | 9.6g Added “of content, accuracy and depth of information.” |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 9 English Standards of Learning Crosswalk | |
|--|------------------------------------|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| i) Use computer technology to plan, draft, revise, edit, and publish writing. | 9.6h |
| 9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. | Added “self- and peer-edit.” |
| a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions. | Added “coordinating conjunctions.” |
| b) Use parallel structures across sentences and paragraphs. | |
| c) Use appositives, main clauses, and subordinate clauses. | |
| d) Use commas and semicolons to distinguish and divide main and subordinate clauses. | |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 9 English Standards of Learning Crosswalk | |
|---|---|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| e) Distinguish between active and passive voice. | New content. |
| f) Proofread and edit writing for intended audience and purpose. | New content. |
| Strand: Research | |
| 9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product. | 9.9 Added “to create a research project.” |
| a) Use technology as a tool for research to organize, evaluate, and communicate information. | New content. |
| b) Narrow the focus of a search. | 9.9b |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 9 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/ 2002 Standards |
| c) Find, evaluate, and select appropriate sources to access information and answer questions. | 9.9c |
| d) Verify the validity and accuracy of all information. | 9.9d and new content. |
| e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. | New content. |
| f) Credit the sources of quoted, paraphrased, and summarized ideas. | 9.8 |
| g) Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). | 9.8c Removed “Use a style sheet...for citing sources.” Added “Cite sources of information using a standard method of documentation.” |
| h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. | 9.8b and new content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 10 English Standards of Learning Crosswalk | |
|--|---|
| 2010 STANDARDS | CHANGES/2002 Standards |
| Strand: Communication: Speaking, Listening, Media Literacy changed from Oral Language | |
| 10.1 The student will participate in, collaborate in, and report on small-group learning activities. | Added “ collaborate in.” |
| a) Assume responsibility for specific group tasks. | |
| b) Collaborate in the preparation or summary of the group activity. | Removed “Participate...of an outline.” Added “Collaborate.” |
| c) Include all group members in oral presentation. | |
| d) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose. | Removed “Use grammatically correct language, including.” Added “Choose...language, and tone.” |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 10 English Standards of Learning Crosswalk | |
|---|------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal. | New content. |
| f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. | New content. |
| g) Access, critically evaluate, and use information accurately to solve problems. | New content. |
| h) Evaluate one's own role in preparation and delivery of oral reports. | 10.2 |
| i) Use a variety of strategies to listen actively. | New content. |
| j) Analyze and interpret other's presentations. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 10 English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/2002 Standards |
| k) Evaluate effectiveness of group process in preparation and delivery of oral reports. | 10.2b |
| 10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages. | New content. Strand includes media literacy. |
| a) Use media, visual literacy, and technology skills to create products. | New content. |
| b) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion. | New content. |
| c) Determine the author’s purpose and intended effect on the audience for media messages. | New content. |
| d) Identify the tools and techniques used to achieve the intended focus. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 10 English Standards of Learning Crosswalk | | |
|--|---|-------------------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards | |
| Strand: Reading | | |
| 10.3 | The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. | Vocabulary Standard New content. |
| | a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. | New content. |
| | b) Use context, structure, and connotations to determine meanings of words and phrases. | New content. |
| | c) Discriminate between connotative and denotative meanings and interpret the connotation. | New content. |
| | d) Identify the meaning of common idioms. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 10 English Standards of Learning Crosswalk | |
|---|---|
| 2010 STANDARDS | CHANGES/2002 Standards |
| e) Identify literary and classical allusions and figurative language in text. | New content. |
| f) Extend general and specialized vocabulary through speaking, reading, and writing. | New content. |
| g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. | New content. |
| 10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras. | Fiction Standard 10.3 Removed “critique.” Added “analyze literary texts of different cultures and eras.” |
| a) Identify main and supporting ideas. | 10.3b |
| b) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension. | 10.3c |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 10 English Standards of Learning Crosswalk | |
|---|-------------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| c) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras. | 10.3d |
| d) Analyze the cultural or social function of literature. | New content. |
| e) Identify universal themes prevalent in the literature of different cultures. | 10.3e |
| f) Examine a literary selection from several critical perspectives. | 10.3f |
| g) Explain the influence of historical context on the form, style, and point of view of a literary text. | New content. |
| h) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 10 English Standards of Learning Crosswalk | |
|---|-------------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| i) Compare and contrast literature from different cultures and eras. | New content. |
| j) Distinguish between a critique and a summary. | New content. |
| k) Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions. | New content. |
| l) Compare and contrast character development in a play to characterization in other literary forms. | 10.6b |
| m) Use reading strategies to monitor comprehension throughout the reading process. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 10 English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/2002 Standards |
| 10.5 The student will read, interpret, analyze, and evaluate nonfiction texts. | Nonfiction Standard 10.4 Removed “informational materials.” Added “analyze, and evaluate nonfiction texts.” |
| a) Identify text organization and structure. | New content. |
| b) Recognize an author’s intended audience and purpose for writing. | New content. |
| c) Skim manuals or informational sources to locate information. | 10.4b |
| d) Compare and contrast informational texts. | New content. |
| e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 10 English Standards of Learning Crosswalk | |
|---|---|
| 2010 STANDARDS | CHANGES/2002 Standards |
| f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence. | New content. |
| g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge. | New content. |
| h) Use reading strategies throughout the reading process to monitor comprehension. | New content. |
| Strand: Writing | |
| 10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. | 10.7, 10.10 Added “to persuade, interpret, analyze, and evaluate...and analysis.” |
| a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose. | 10.7a Added “to address a specific audience and purpose.” |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 10 English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/2002 Standards |
| b) Synthesize information to support the thesis. | New content. |
| c) Elaborate ideas clearly through word choice and vivid description. | 10.7b |
| d) Write clear and varied sentences, clarifying ideas with precise and relevant evidence. | 10.7c Added “clarifying ideas with precise and relevant evidence.” |
| e) Organize ideas into a logical sequence using transitions. | 10.7d Added “using transitions.” |
| f) Revise writing for clarity of content, accuracy, and depth of information. | 10.7e Removed “and presentation.” Added “ accuracy, and depth of information.” |
| g) Use computer technology to plan, draft, revise, edit, and publish writing. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 10 English Standards of Learning Crosswalk | |
|---|-----------------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| 10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. | 10.8 Added “self- and peer-edit.” |
| a) Distinguish between active and passive voice. | 10.8c |
| b) Apply rules governing use of the colon. | 10.8b |
| 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. | 10.8a |
| d) Differentiate between in-text citations and works cited on the bibliography page. | New content. |
| e) Analyze the writing of others. | 10.9a |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 10 English Standards of Learning Crosswalk | |
|--|---|
| 2010 STANDARDS | CHANGES/2002 Standards |
| f) Describe how the author accomplishes the intended purpose of a piece of writing. | 10.9b |
| g) Suggest how writing might be improved. | 10.9c |
| h) Proofread and edit final product for intended audience and purpose. | 10.7f |
| Strand: Research | |
| 10.8 The student will collect, evaluate, organize, and present information to create a research product. | 10.11 Added “to create a research product.” |
| a) Use technology as a tool to research, organize, evaluate, synthesize, and communicate information. | 10.11f Reworded. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 10 English Standards of Learning Crosswalk | |
|--|---|
| 2010 STANDARDS | CHANGES/2002 Standards |
| b) Develop the central idea or focus. | 10.11b |
| c) Verify the accuracy, validity, and usefulness of information. | 10.11c Added “validity.” |
| d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. | New content. |
| e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). | 10.11d Added “using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).” |
| f) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 11 English Standards of Learning Crosswalk | |
|--|-------------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| Strand: Communication: Speaking, Listening, Media Literacy changed from Oral Language | |
| 11.1 The student will make informative and persuasive presentations. | |
| a) Gather and organize evidence to support a position. | |
| b) Present evidence clearly and convincingly. | |
| c) Address counterclaims. | New content. |
| d) Support and defend ideas in public forums. | 11.1c |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 11 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/2002 Standards |
| e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. | 11.1d |
| f) Monitor listening and use a variety of active listening strategies to make evaluations. | New content. |
| g) Use presentation technology. | New content. |
| h) Collaborate and report on small-group learning activities. | New content. |
| 11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. | New content. Strand includes media literacy. |
| a) Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 11 English Standards of Learning Crosswalk | |
|---|-------------------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| b) Use media, visual literacy, and technology skills to create products. | New content. |
| c) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion. | New content. |
| d) Determine the author’s purpose and intended effect on the audience for media messages. | New content. |
| Strand: Reading | |
| 11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. | Vocabulary Standard New content. |
| a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 11 English Standards of Learning Crosswalk | |
|---|-------------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| b) Use context, structure, and connotations to determine meanings of words and phrases. | New content. |
| c) Discriminate between connotative and denotative meanings and interpret the connotation. | New content. |
| d) Identify the meaning of common idioms. | New content. |
| e) Identify literary and classical allusions and figurative language in text. | New content. |
| f) Extend general and specialized vocabulary through speaking, reading, and writing. | New content. |
| g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 11 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/2002 Standards |
| 11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. | Fiction Standard-American literature 11.3 |
| a) Describe contributions of different cultures to the development of American literature. | 11.3a |
| b) Compare and contrast the development of American literature in its historical context. | 11.3b |
| c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres. | 11.3c |
| d) Analyze the social or cultural function of American literature. | New content. |
| e) Analyze how context and language structures convey an author’s intent and viewpoint. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 11 English Standards of Learning Crosswalk | |
|---|-------------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme. | New content. |
| g) Explain how imagery and figures of speech appeal to the reader's senses and experience. | New content. |
| h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose. | New content. |
| i) Read and analyze a variety of American dramatic selections. | 11.6 |
| j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature. | 11.6c |
| k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 11 English Standards of Learning Crosswalk | |
|---|--|
| 2010 STANDARDS | CHANGES/2002 Standards |
| 11.5 The student will read and analyze a variety of nonfiction texts. | Nonfiction Standard 11.4 Removed “informational materials.” Added “nonfiction texts.” |
| a) Use information from texts to clarify understanding of concepts. | 11.4a |
| b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment. | 11.4b |
| c) Generalize ideas from selections to make predictions about other texts. | 11.4d |
| d) Draw conclusions and make inferences on explicit and implied information using textual support. | New content. |
| e) Analyze two or more texts addressing the same topic to identify authors’ purpose and determine how authors reach similar or different conclusions. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 11 English Standards of Learning Crosswalk | |
|---|---|
| 2010 STANDARDS | CHANGES/2002 Standards |
| f) Identify false premises in persuasive writing. | New content. |
| g) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text. | New content. |
| h) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts. | New content. |
| Strand: Writing | |
| 11.6 The student will write in a variety of forms, with an emphasis on persuasion. | 11.7 |
| a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose. | 11.7a Added “to address a specific audience and purpose.” |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 11 English Standards of Learning Crosswalk | |
|---|---|
| 2010 STANDARDS | CHANGES/2002 Standards |
| b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. | New content. |
| c) Organize ideas in a sustained and logical manner. | 11.7d Added “sustained and.” |
| d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately. | 11.7e Added “Clarify and defend position with precise and relevant evidence.” |
| e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. | 11.7f |
| f) Revise writing for clarity of content, accuracy and depth of information. | 11.7g Added “for clarity of content.” |
| g) Use computer technology to plan, draft, revise, edit, and publish writing. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 11 English Standards of Learning Crosswalk | |
|---|-----------------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| h) Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education. | New content. |
| 11.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. | 11.8 Added “self- and peer-edit.” |
| b) Use verbals and verbal phrases to achieve sentence conciseness and variety. | 11.8b |
| c) Distinguish between active and passive voice. | New content. |
| d) Differentiate between in-text citations and works cited on the bibliography page. | New content. |
| e) Adjust sentence and paragraph structures for a variety of purposes and audiences. | 11.8c |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 11 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/2002 Standards |
| f) Proofread and edit writing for intended audience and purpose. | 11.7h Removed “final copy and prepare document.” Added “edit writing.” |
| Strand: Research | |
| 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. | 11.10 |
| a) Use technology as a tool to research, organize, evaluate, and communicate information. | New content. |
| b) Narrow a topic and develop a plan for research. | Added 11.10a |
| c) Collect information to support a thesis. | 11.10c |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 11 English Standards of Learning Crosswalk | |
|--|---|
| 2010 STANDARDS | CHANGES/2002 Standards |
| d) Critically evaluate quality, accuracy, and validity of information. | 11.10d Added “Critically...and the validity.” |
| e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. | New content. |
| f) Synthesize and present information in a logical sequence. | 11.10e Added “and present.” |
| g) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). | 11.10f |
| h) Revise writing for clarity of content, accuracy, and depth of information. | 11.10g Removed “effect.” Added “accuracy and depth of information.” |
| i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure. | 11.10h Added “sentence/paragraph structure.” |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 11 English Standards of Learning Crosswalk | |
|---|-------------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| j) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 12 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/2002 Standards |
| Strand: Communication: Speaking, Listening, Media Literacy changed from Oral Language | |
| 12.1 The student will make a formal oral presentation in a group or individually. | Removed “5 to 10 minute.” Added “ in a group or individually.” |
| a) Choose the purpose of the presentation. | Removed “to defend a position, to entertain an audience, or to explain information.” |
| b) Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose. | New content. |
| c) Use details, illustrations, statistics, comparisons, and analogies to support the presentation. | Removed “purposes.” Added “the presentation.” |
| d) Use media, visual literacy, and technology skills to create and support the presentation. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 12 English Standards of Learning Crosswalk | |
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| 2010 STANDARDS | CHANGES/2002 Standards |
| e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. | |
| f) Collaborate and report on small group learning activities. | New content. |
| g) Evaluate formal presentations including personal, digital, visual, textual, and technological. | 12.2 Added “including personal, digital, visual, textual, and technological.” |
| h) Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations. | 12.2a Removed “Critique.” Added “Use a variety of listening strategies to analyze.” |
| i) Critique effectiveness of presentations. | 12.2b |
| 12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. | Strand includes media literary. New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 12 English Standards of Learning Crosswalk | |
|---|-------------------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| a) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion. | New content. |
| b) Determine the author’s purpose and intended effect on the audience for media messages. | New content. |
| Strand: Reading | |
| 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. | Vocabulary Standard New content. |
| a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. | New content. |
| b) Use context, structure, and connotations to determine meanings of words and phrases. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 12 English Standards of Learning Crosswalk | |
|---|---|
| 2010 STANDARDS | CHANGES/2002 Standards |
| c) Discriminate between connotative and denotative meanings and interpret the connotation. | New content. |
| d) Identify the meaning of common idioms, literary and classical allusions in text. | New content. |
| e) Expand general and specialized vocabulary through speaking, reading, and writing. | New content. |
| f) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. | New content. |
| 12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures. | Fiction Standard-British literature 12.3 Added “comprehend.” |
| a) Compare and contrast the development of British literature in its historical context. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 12 English Standards of Learning Crosswalk | |
|---|-------------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| b) Recognize major literary forms and their elements. | 12.3a |
| c) Recognize the characteristics of major chronological eras. | 12.3b |
| d) Relate literary works and authors to major themes and issues of their eras. | 12.3c |
| e) Analyze the social and cultural function of British literature. | New content. |
| f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme. | 12.5b Added “theme.” |
| g) Compare and contrast traditional and contemporary poems from many cultures. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 12 English Standards of Learning Crosswalk | |
|---|---|
| 2010 STANDARDS | CHANGES/2002 Standards |
| h) Analyze how dramatic conventions including character, scene, dialogue, and staging contribute to the theme and effect. | 12.6b Removed “Compare and contrast ways in which.” Added “Analyze how dramatic conventions including.” |
| i) Compare and contrast dramatic elements of plays from American, British, and other cultures. | 12.6d |
| 12.5 The student will read and analyze a variety of nonfiction texts. | Nonfiction Standard 12.4 |
| a) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts. | New content. |
| b) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge. | New content. |
| c) Analyze two or more texts addressing the same topic to identify authors’ purpose and determine how authors reach similar or different conclusions. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 12 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/2002 Standards |
| d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text. | New content. |
| e) Identify false premises in persuasive writing. | New content. |
| f) Draw conclusions and make inferences on explicit and implied information using textual support. | New content. |
| Strand: Writing | |
| 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings. | 12.7 Added “analyses, and persuasive/argumentative.” |
| a) Generate, gather, and organize ideas for writing to address a specific audience and purpose. | 12.7a; 12.6b Added “to address a specific audience and purpose.” |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 12 English Standards of Learning Crosswalk | |
|---|-------------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions. | New content. |
| c) Clarify and defend a position with precise and relevant evidence. | New content. |
| d) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. | 12.7b |
| e) Use a variety of rhetorical strategies to accomplish a specific purpose. | New content. |
| f) Create arguments free of errors in logic and externally supported. | New content. |
| g) Revise writing for clarity of content, depth of information and technique of presentation. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 12 English Standards of Learning Crosswalk | |
|---|-------------------------------|
| 2010 STANDARDS | CHANGES/2002 Standards |
| h) Use computer technology to plan, draft, revise, edit, and publish writing. | New content. |
| 12.7 The student will write, revise, and edit writing. | 12.7g |
| a) Edit, proofread, and prepare writing for intended audience and purpose. | New content. |
| b) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization. | 12.7f |
| 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. | New content. |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 12 English Standards of Learning Crosswalk | |
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| 2010 STANDARDS | CHANGES/2002 Standards12.1 |
| Strand: Research | |
| 12.8 The student will write documented research papers. | |
| a) Use technology as a tool to research, organize, evaluate, and communicate information. | New content. |
| b) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge. | New content. |
| c) Critically evaluate the accuracy, quality, and validity of the information. | 12.8b Removed “usefulness.” Added quality, and validity.” |
| d) Synthesize information to support the thesis and present information in a logical manner. | 12.8c and 12.8d |

English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

| 2010 Grade 12 English Standards of Learning Crosswalk | |
|--|--|
| 2010 STANDARDS | CHANGES/2002 Standards12.1 |
| e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). | Removed “of information.” Added “for both quoted and paraphrased ideas.” |
| f) Revise writing for clarity, depth of information, and technique of presentation. | New content. |
| g) Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English. | 12.8f Added “...writing...syntax, and paragraphing as appropriate for standard English.” |
| h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. | New content. |