
English Standards of Learning

for
Virginia
Public Schools



Board of Education
Commonwealth of Virginia

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English Standards of Learning

Goals

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

Students will become familiar with exemplary authors and literary works through a sustained and structured study of literature. Students will read selections which encompass all literary types and exemplify universal themes, that transcend time and place, and encourage students to acquire a lifelong love of reading. A significant percentage of readings at each grade level will be literary classics, that is, poems, stories, essays, plays, and books that have withstood the test of time. Proficient use of the English language will enable students to explore and articulate the complex issues and ideas encountered in public and personal life. Students will acquire the ability to make full and effective use of the written language in their future educational, occupational, and personal endeavors.

Organization

Standards for each grade level are organized in four related strands: oral language, reading/literature, writing, and research. Each grade level is preceded by an overview that describes the major concepts and skills that each student will be expected to understand and demonstrate. The standards reflect a balanced instructional program and document a progression of expected achievement in each of the four strands. English standards are organized by grade level because schools are typically organized by grade levels. This organization of standards also reflects the gradual progression in the development of skills.

Oral language includes speaking and listening. In the early grades, students will learn to participate in classroom discussion. Over the course of several grade levels, students will learn to prepare and to deliver presentations and to critique them in order to improve delivery. Students' homes and cultural languages are the starting point for all language learning; however, competency in the use of standard English is the goal for all students. Therefore, daily speaking opportunities, both formal and informal, should be a part of every English program.

Reading begins with an awareness of the concepts of print and the sounds and structure of language. Students acquire a strong foundation in phonetic principles in the primary grades. Students will use independent reading strategies to read fluently and with comprehension. Students study the structure of words and language

throughout all grades. Frequent interaction with a broad array of quality literature will engage the reading skills of students and invite them to develop an appreciation for the power and beauty of the written word.

Writing begins with letter formation. Students become increasingly aware of the structure of language and improve written communication through frequent opportunities to apply narrative, persuasive, and expository skills. Daily reading, writing, and oral language experiences are essential for all students. A combination of teacher-guided reading experiences and student reading choices is necessary in helping students develop a lifelong reading habit and an appreciation for literature. Developing this appreciation is a process that should be emphasized at every grade level.

Research standards also are developed across grade levels. Through these standards, students will learn to acquire information from a variety of sources. Information may be used in planning and delivering presentations and reports.

Although the strands are developed separately, they are integrated in the classroom. Students use speaking and listening as they read and write. Students use reading, writing, speaking, and listening as they work on research projects. The English strands also are critical if students are to be successful in learning other subjects. Students research topics in history and social science, write summaries of science experiments, and explain mathematical problem-solving strategies.

Student learning is enhanced through the use of computer technology. Data access, retrieval, and processing support instruction in reading, writing, and research. In composition, word processing programs allow students to check spelling, grammar, and style to revise drafts. Informational electronic databases are an integral part of student research and help students to produce effective written and oral presentations. However, use of computer-aided spelling and grammar are not substitutes for learning the rules of English. Please note the Computer/Technology standards following grade five and grade eight standards, respectively. The teaching

of these skills should be the shared responsibility of teachers of all disciplines.

Proficiency in reading, writing, listening, speaking, and research skills allows students to learn and use knowledge to make meaningful connections between their lives and academic disciplines. There should be a concerted effort to relate required reading selections in English to studies in other core subjects, including math, science, and, especially, history and social science. Standards that incorporate rigor in English will help students develop the expected performance competencies.

Kindergarten

The kindergarten student will be immersed in a literature-rich environment to develop oral language skills and an appreciation for literature. Number words and descriptive vocabulary will be used in math and science activities which require counting, sorting, and observing the physical properties of people, places, and things. The use of time lines and development of concepts of past and present in history and social science will provide the kindergarten student with opportunities to use words that describe people, places, events, and time relationships. The student will recognize and print letters of the alphabet, use basic phonetic principles, identify story elements, and communicate ideas through pictures and writing.

Oral Language

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

- Listen to a variety of literary forms, including stories and poems.
- Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns.
- Participate in creative dramatics.
- Begin to discriminate between spoken words and sentences.
- Substitute words in a rhyming pattern.

K.2 The student will use listening and speaking vocabularies.

- Use number words.
- Use words to describe/name people, places, and things.
- Use words to describe location, size, color, and shape.
- Use words to describe actions.
- Ask about words not understood.
- Follow one-step and two-step directions.

K.3 The student will build oral communication skills.

- Begin to follow implicit rules for conversation, (e.g., taking turns and staying on topic).

- Begin to use voice level, phrasing, sentence structure, and intonation appropriate for language situation.
- Listen and speak in informal conversations with peers and adults.
- Begin to initiate conversations.
- Participate in discussions about learning.

K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.

- Identify orally words which rhyme.
- Sort words orally according to shared beginning, ending, or medial sounds.
- Blend sounds orally to make words or syllables.
- Divide syllables orally into sounds.

Reading/Literature

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

- Hold print materials in the correct position.
- Identify the front cover, back cover, and title page of a book.
- Follow words from left to right and top to bottom on a printed page.

- Match voice with print, associating oral phonemes, syllables, words, and phrases with their written forms.
- K.6 The student will demonstrate an understanding that print makes sense.
- Explain that printed materials provide information.
 - Identify common signs and logos.
 - Read and explain own writing and drawings.
- K.7 The student will develop an understanding of basic phonetic principles.
- Understand that letters represent sounds.
 - Identify beginning consonants in single-syllable words.
 - Recognize rhyming words.
- K.8 The student will demonstrate comprehension of stories.
- Use pictures to make predictions about story content.
 - Retell familiar stories using beginning, middle, and end.
- Talk about characters, setting, and events.
 - Use story language in discussions and retellings.
 - Identify what an author does and what an illustrator does.
- K.9 The student will identify both uppercase and lowercase letters of the alphabet.

Writing

- K.10 The student will print his/her name.
- K.11 The student will draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- K.12 The student will explore the uses of available technology for reading and writing.

Research

- K.13 The student will begin to ask how and why questions.

Grade One

Students will become independent readers by the end of first grade. The first-grade student will be immersed in a literature-rich environment to develop an awareness of print materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and will read familiar selections aloud with fluency and expression. The student will continue to develop an understanding of character, setting, theme, and story sequence in a variety of classic and contemporary storybooks. Understanding the main idea and sequence of events in a story are important comprehension skills that will be applied in math, science, and history and social science where students will complete number patterns to follow directions for simple experiments and will study people, cultures, and important traditions of our country and other countries. The student will demonstrate comprehension of fiction and nonfiction through classroom discussion and will begin to communicate ideas in writing.

Oral Language

- 1.1 The student will continue to demonstrate growth in the use of oral language.
- Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate publications.
 - Tell and retell stories and events in logical order.
 - Participate in a variety of oral language activities.
 - Be able to express ideas orally in complete sentences.
- 1.2 The student will continue to expand and use listening and speaking vocabularies.
- Increase oral descriptive vocabulary.
 - Begin to ask for clarification and explanation of words and ideas.
 - Give and follow simple two-step oral directions.
 - Use singular and plural nouns.
 - Begin to use compound words in oral communication.
- 1.3 The student will adapt or change oral language to fit the situation.
- Initiate conversation with peers and adults.
 - Follow rules for conversation.
 - Use appropriate voice level in small-group settings.
 - Ask and respond to questions in small-group settings.
- 1.4 The student will orally identify and manipulate phonemes (small units of sound) in syllables and multisyllable words.

- Count phonemes (sounds) in syllables or words with a maximum of three syllables.
- Add or delete phonemes (sounds) orally to change syllables or words.
- Create rhyming words orally.
- Blend sounds to make word parts and words with one to three syllables.

Reading/Literature

- 1.5 The student will apply knowledge of how print is organized and read.
- Read from left to right and top to bottom.
 - Match spoken words with print.
 - Identify letters, words, and sentences.
- 1.6 The student will apply phonetic principles to read.
- Use beginning and ending consonants in decoding single-syllable words.
 - Use vowel sounds in decoding single-syllable words.
 - Blend beginning, middle, and ending sounds to recognize and read words.
 - Use word patterns.
- 1.7 The student will use meaning clues when reading.
- Use pictures.
 - Use knowledge of the story and topic to read words.
 - Reread and self-correct.
- 1.8 The student will use language structure when reading.
- Use knowledge of sentence structure to read words.
 - Reread and self-correct.
- 1.9 The student will integrate phonetic strategies, meaning clues, and language structure when reading.
- Preview the selection.
 - Set a purpose for reading.
 - Read with accuracy and self-correct when necessary.
- 1.10 The student will read familiar stories, poems, or passages with fluency and expression.

- 1.11 The student will read and comprehend a variety of fiction and nonfiction selections.
- Relate previous experiences to what is read.
 - Make predictions about content.
 - Ask and answer questions about what is read.
 - Identify characters and setting.
 - Retell stories and events, using beginning, middle, and end.
 - Identify the theme or main ideas.
 - Write about what is read.

Writing

- 1.12 The student will write to communicate ideas.
- Generate ideas.
 - Focus on one topic.
 - Use descriptive words when writing about people, places, things, and events.
 - Use complete sentences in final copies.
 - Begin each sentence with a capital letter and use ending punctuation in final copies.
 - Use correct spelling for frequently used words and phonetically regular words in final copies.
 - Share writing with others.
 - Use available technology.
- 1.13 The student will print legibly.
- Form letters.
 - Space words and sentences.

Research

- 1.14 The student will alphabetize words according to the first letter.
- Use a picture dictionary to find meanings of unfamiliar words.
 - Make a personal dictionary or word list to use in writing.

Grade Two

Reading continues to be a priority in second grade. The student will be immersed in a literature-rich environment, filled with classical and contemporary fiction and, to the extent feasible, nonfiction selections which relate to all areas of learning and interest. The student will be able to speak and listen effectively in classroom discussions, use a combination of strategies when reading, and read with comprehension. Comprehension strategies will be applied in all subjects, as students are asked to identify main ideas, to make and confirm predictions, and to formulate questions about learning. In history and social science, students will use oral and written communication skills to describe the geography and government of their communities and to explain notable contributions of historic individuals and groups of people throughout the world by retelling stories and myths of heroes. The student will

write stories, letters, and simple explanations, apply simple grammatical principles to writing, and locate information in reference materials.

Oral Language

- 2.1 The student will demonstrate an understanding of oral language structure.
- Create oral stories to share with others.
 - Create and participate in oral dramatic activities.
 - Use correct verb tenses in oral communication.
 - Use increasingly complex sentence structures in oral communication.
- 2.2 The student will continue to expand listening and speaking vocabularies.
- Use words that reflect a growing range of interests and knowledge.
 - Clarify and explain words and ideas orally.
 - Give and follow oral directions with three or four steps.
 - Identify and use synonyms and antonyms in oral communication.
- 2.3 The student will use oral communication skills.
- Use oral language for different purposes: to inform, to persuade, and to entertain.
 - Share stories or information orally with an audience.
 - Participate as a contributor and leader in a group.
 - Paraphrase information shared orally by others.

Reading/Literature

- 2.4 The student will use phonetic strategies when reading and writing.
- Use knowledge of consonants and consonant blends in words.
 - Use knowledge of common vowel patterns.
- 2.5 The student will use meaning clues when reading.
- Use pictures and diagrams.
 - Use information in the story to read words.
 - Use titles and headings.
- 2.6 The student will use language structure when reading.
- Use knowledge of prefixes and suffixes.
 - Use knowledge of contractions and singular possessives.
 - Use knowledge of simple abbreviations.
 - Use knowledge of sentence structure.
 - Use knowledge of story structure and sequence.
- 2.7 The student will read fiction, nonfiction, and poetry using a variety of strategies independently.
- Preview the selection.
 - Set purpose for reading.

- Use pictures, phonics, meaning clues, and language structure.

- Reread and self-correct when necessary.

- 2.8 The student will demonstrate comprehension of fiction and nonfiction selections.
- Relate previous experiences to the topic.
 - Read to confirm predictions.
 - Locate information to answer questions.
 - Paraphrase information found in nonfiction materials.
 - Describe characters and setting in fiction selections and poetry.
 - Explain the problem, solution, or central idea.
 - Write about what is read.

Writing

- 2.9 The student will write stories, letters, and simple explanations.
- Generate ideas before writing.
 - Organize writing to include a beginning, middle, and end.
 - Revise writing for clarity.
 - Use available technology.
- 2.10 The student will edit final copies for grammar, capitalization, punctuation, and spelling.
- Use declarative, interrogative, and exclamatory sentences.
 - Capitalize all proper nouns and words at the beginning of sentences.
 - Use correct spelling for frequently used words.

Research

- 2.11 The student will locate information in reference materials.
- Use a table of contents.
 - Examine pictures and charts.
 - Use dictionaries and indices.
 - Use available technology.

Grade Three

Reading continues to be a priority in third grade. Students will read a variety of literature, with an emphasis on classical as well as contemporary works. The student will use effective communication skills in group activities and will present brief oral reports. Reading comprehension strategies will be applied in all subjects, such as reading and solving word problems in math, investigating a broad array of scientific concepts, and comparing important people and events from the time of earliest civilizations to settlement of the New World. The student will plan, draft, revise, and edit stories, simple explanations, and short reports. In addition, the student will gather and use information from print and nonprint sources. The student also will write legibly in cursive.

Oral Language

- 3.1 The student will use effective communication skills in group activities.
- Listen attentively by making eye contact, facing the speaker, asking questions, and paraphrasing what is said.
 - Ask and respond to questions from teachers and other group members.
 - Explain what has been learned.
- 3.2 The student will present brief oral reports.
- Speak clearly.
 - Use appropriate volume and pitch.
 - Speak at an understandable rate.
 - Organize ideas sequentially or around major points of information.
 - Use clear and specific vocabulary to communicate ideas.

Reading/Literature

- 3.3 The student will apply word-analysis skills when reading and writing.
- Use knowledge of less common vowel patterns.
 - Use knowledge of homophones.
- 3.4 The student will use strategies to read a variety of printed materials (nonfiction, fiction, poetry).
- Preview and use text formats.
 - Set a purpose for reading.
 - Apply meaning clues, language structure, and phonetic strategies.
 - Reread and self-correct when necessary.
- 3.5 The student will demonstrate comprehension of a variety of printed materials.
- Set a purpose for reading.
 - Make connections between previous experiences and reading selections.
 - Make, confirm, or revise predictions.
 - Ask and answer questions.

- Compare and contrast settings, characters, and events.
- Organize information or events logically.
- Use information to learn about new topics.
- Write about what is read.

- 3.6 The student will continue to read a variety of fiction and nonfiction selections.
- Identify the characteristics of folk tales.
 - Identify the characteristics of biographies and autobiographies.
 - Compare and contrast the characters described in two folk tales.
 - Compare and contrast the lives of two persons as described in biographies and/or autobiographies.

Writing

- 3.7 The student will write descriptive paragraphs.
- Develop a plan for writing.
 - Focus on a central idea.
 - Group related ideas.
 - Include descriptive details that elaborate the central idea.
 - Revise writing for clarity.
 - Edit final copies for grammar, capitalization, punctuation, and spelling.
- 3.8 The student will write stories, letters, simple explanations, and short reports across all content areas.
- Use a variety of planning strategies.
 - Organize information according to the type of writing.
 - Revise writing for specific vocabulary and information.
 - Edit final copies for grammar, capitalization, punctuation, and spelling.
 - Use available technology.
- 3.9 The student will write legibly in cursive.

Research

- 3.10 The student will record information from print and nonprint resources.
- Use dictionaries, encyclopedias, and other reference books.
 - Use videos, interviews, and cassette recordings.
 - Use available technology.

Grade Four

The fourth-grade student will communicate orally in large- and small-group settings. Students will read classics and contemporary literature by a variety of authors. A significant percentage of reading material will relate to the study of math, science, and history and social science. The student will use text organizers, summarize information, and draw conclusions to demonstrate reading comprehension. Reading, writing, and reporting skills support an increased emphasis on content-area learning and on utilizing the resources of the media center, especially to locate and read primary sources of information (speeches and other historical documents) related to the study of Virginia. Students will plan, write, revise, and edit narratives and explanations. The student will routinely use information resources and word references while writing.

Oral Language

- 4.1 The student will use effective oral communication skills in a variety of settings.
- Present accurate directions to individuals and small groups.
 - Contribute to group discussions.
 - Seek the ideas and opinions of others.
 - Begin to use evidence to support opinions.
- 4.2 The student will make and listen to oral presentations and reports.
- Use subject-related information and vocabulary.
 - Listen to and record information.
 - Organize information for clarity.
- 4.3 The student will use effective oral communication skills in a variety of settings.
- Compare the use of fact and fantasy in historical fiction with other forms of literature.
 - Explain how knowledge of the lives and experiences of individuals in history can relate to individuals who have similar goals or face similar challenges.
- 4.5 The student will demonstrate comprehension of a variety of literary forms.
- Use text organizers such as type, headings, and graphics to predict and categorize information.
 - Formulate questions that might be answered in the selection.
 - Make inferences using information from texts.
 - Paraphrase content of selection, identifying important ideas and providing details for each important idea.
 - Describe relationship between content and previously learned concepts or skills.
 - Write about what is read.

Reading/Literature

- 4.3 The student will read and learn the meanings of unfamiliar words.
- Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words.
 - Use word-reference materials including the glossary, dictionary, and thesaurus.
- 4.4 The student will read fiction and nonfiction, including biographies and historical fiction.
- Explain the author's purpose.
 - Describe how the choice of language, setting, and information contributes to the author's purpose.
- 4.6 The student will read a variety of poetry.
- Describe the rhyme scheme (approximate, end, and internal).
 - Identify the sensory words used and their effect on the reader.
 - Write rhymed, unrhymed, and patterned poetry.

Writing

- 4.7 The student will write effective narratives and explanations.
- Focus on one aspect of a topic.
 - Develop a plan for writing.
 - Organize writing to convey a central idea.
 - Write several related paragraphs on the same topic.
 - Utilize elements of style, including word choice, tone, voice, and sentence variation.
 - Edit final copies for grammar, capitalization, punctuation, and spelling.
 - Use available technology.

- 4.8 The student will edit final copies of writings.
- Use subject-verb agreement.
 - Avoid double negatives.
 - Use pronoun “I” correctly in compound subjects.
 - Use commas in series, dates, and addresses.

Research

- 4.9 The student will use information resources to research a topic.
- Construct questions about a topic.
 - Collect information, using the resources of the media center.
 - Evaluate and synthesize information for use in writing.
 - Use available technology.

Grade Five

The fifth-grade student will continue to increase communication skills used in learning activities and will use a variety of resources to prepare presentations. The student will plan, write, revise, and edit writings to describe, to entertain, and to explain. The student will continue to develop an appreciation for literature and build a storehouse of literary experiences and images through careful reading of selections from fiction, nonfiction, and poetry. Students will be introduced to documents and speeches that are important in the study of American history to 1877. The student also will read texts in all subjects and will derive information to answer questions, generate hypotheses, make inferences, support opinions, confirm predictions, and formulate conclusions.

Oral Language

- 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.
- Participate in and contribute to discussions across content areas.
 - Organize information to present reports of group activities.
 - Summarize information gathered in group activities.
- 5.2 The student will use effective nonverbal communication skills.
- Maintain eye contact with listeners.
 - Use gestures to support, accentuate, or dramatize verbal message.
 - Use facial expressions to support or dramatize verbal message.
 - Use posture appropriate for communication setting.
- 5.3 The student will make planned oral presentations.
- Determine appropriate content for audience.
 - Organize content sequentially or around major ideas.

- Summarize main points before or after presentation.
- Incorporate visual aids to support the presentation.

Reading/Literature

- 5.4 The student will read and learn the meanings of unfamiliar words.
- Use knowledge of root words, prefixes, and suffixes.
 - Use dictionary, glossary, thesaurus, and other word-reference materials.
- 5.5 The student will read a variety of literary forms, including fiction, nonfiction, and poetry.
- Describe character development in fiction and poetry selections.
 - Describe the development of plot, and explain how conflicts are resolved.
 - Describe the characteristics of free verse, rhymed, and patterned poetry.
 - Describe how author’s choice of vocabulary and style contribute to the quality and enjoyment of selections.

- 5.6 The student will demonstrate comprehension of a variety of literary forms.
- Use text organizers such as type, headings, and graphics to predict and categorize information in informational texts.
 - Locate information to support opinions, predictions, and conclusions.
 - Identify cause-and-effect relationships.
 - Prioritize information according to purpose of reading.
 - Write about what is read.

Writing

- 5.7 The student will write for a variety of purposes to describe, to inform, to entertain, and to explain.
- Choose planning strategies for various writing purposes.
 - Organize information.
 - Use vocabulary effectively.

- Vary sentence structure.
- Revise writing for clarity.
- Edit final copies for grammar, capitalization, spelling, and punctuation, especially the use of possessives and quotation marks.

Research

- 5.8 The student will synthesize information from a variety of resources.
- Skim materials to develop a general overview of content or to locate specific information.
 - Develop notes that include important concepts, paraphrases, summaries, and identification of information sources.
 - Organize and record information on charts, maps, and graphs.
 - Use available electronic databases to access information.
 - Credit secondary reference sources.

Computer/Technology Standards by the End of Grade Five

Computer/Technology skills are essential components of every student's education. In order to maximize opportunities for students to acquire necessary skills for academic success, the teaching of these skills should be the shared responsibility of teachers of all disciplines.

Minimum skills that students should acquire by the end of **Grade 5** include the following:

- C/T5.1 The student will demonstrate a basic understanding of computer theory, including bits, bytes, and binary logic.
- C/T5.2 The student will develop basic technology skills.
- Develop a basic technology vocabulary that includes cursor, software, memory, disk drive, hard drive, and CD-ROM.
 - Select and use technology appropriate to tasks.
 - Develop basic keyboarding skills.
 - Operate peripheral devices.
 - Apply technologies to strategies for problem solving and critical thinking.
- C/T5.3 The student will process, store, retrieve, and transmit electronic information.
- Use search strategies to retrieve electronic information using databases, CD-ROMs, videodiscs, and telecommunications.
 - Use electronic encyclopedias, almanacs, indexes, and catalogs.
 - Use local and wide-area networks and modem-delivered services to access information from electronic databases.
 - Describe advantages and disadvantages of various computer processing, storage, retrieval, and transmission techniques.
- C/T5.4 The student will communicate through application software.
- Create a 1-2 page document using word processing skills, writing process steps, and publishing programs.
 - Use simple computer graphics and integrate graphics into word-processed documents.
 - Create simple databases and spreadsheets to manage information and create reports.
 - Use local and worldwide network communication systems.

Grade Six

The sixth-grade student will be a reflective participant in classroom discussions. The student will present personal opinions and understand differing points of view, distinguish between fact and opinion, and analyze the effectiveness of group communication skills. The student will read a variety of fiction and nonfiction independently for appreciation and comprehension, including a significant number of classic works. Analysis of scientific explanations and comparison of math data sets will require application of critical reading and reasoning skills. Students will read and review primary and secondary source informational texts in the study of American history from 1877 to the present. The student also will plan, draft, revise, and edit narratives, descriptions, and explanations with attention to composition and style, as well as sentence formation, usage, and mechanics. In addition, writing will be used as a tool for learning academic concepts and available technology will be used as appropriate.

Oral Language

- 6.1 The student will analyze oral participation in small-group activities.
 - Communicate as leader and contributor.
 - Evaluate own contributions to discussions.
 - Summarize and evaluate group activities.
 - Analyze the effectiveness of participant interactions.
- 6.2 The student will listen critically and express opinions in oral presentations.
 - Distinguish between facts and opinions.
 - Compare and contrast points of view.
 - Present a convincing argument.
- 6.3 The student will analyze oral participation in small-group activities.
 - Use context clues to read unfamiliar words.
 - Draw conclusions and make inferences based on explicit and implied information.
 - Organize information for use in written and oral presentations.
 - Compare and contrast information about one topic contained in different selections.
- 6.6 The student will read and write a variety of poetry.
 - Describe the visual images created by language.
 - Describe how word choice, speaker, and imagery elicit a response from the reader.
 - Compare and contrast plot and character development in narrative poems, short stories, and longer fiction selections.

Reading/Literature

- 6.3 The student will read and learn the meanings of unfamiliar words.
 - Use knowledge of word origins and derivations.
 - Use word-reference materials.
- 6.4 The student will read a variety of fiction (realistic, fantasy, historical, and biographical) and nonfiction (expository and argumentative).
 - Use knowledge of literary forms to aid comprehension and predict outcomes.
 - Describe how the author's style elicits emotional response from the reader.
 - Distinguish between first- and third-person point of view.
 - Compare and contrast authors' styles.
 - Explain how character and plot development are used in a selection to support a central conflict or story line.
- 6.5 The student will demonstrate comprehension of a variety of selections.
 - Identify questions to be answered.
 - Make, confirm, or revise predictions as needed.

Writing

- 6.7 The student will write narratives, descriptions, and explanations.
 - Use a variety of planning strategies to generate and organize ideas.
 - Establish central idea, organization, elaboration, and unity.
 - Select vocabulary and information to enhance the central idea, tone, and voice.
 - Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
 - Revise writing for clarity.
 - Edit final copies for correct use of language: subject-verb and pronoun-antecedent agreement, consistent tense inflections, and adverb and adjective usage.
 - Edit final copies for writing mechanics: format, capitalization, punctuation, and spelling.

- 6.8 The student will use writing as a tool for learning in all subjects.
- Make lists.
 - Paraphrase what is heard or read.
 - Summarize what is heard or read.
 - Hypothesize.
 - Connect knowledge within and across disciplines.
 - Synthesize information to construct new concepts.

Research

- 6.9 The student will select the best sources for a given purpose, including atlases, dictionaries, globes, interviews, telephone directories, encyclopedias, electronic databases, and the *Reader's Guide*.

Grade Seven

The seventh-grade student will continue to develop oral communication skills and will become more knowledgeable of the effects of verbal and nonverbal behaviors in oral communication. The student will continue to refine written composition skills, with special attention to word choice, organization, style, and grammar. Written explanations of math concepts and scientific ecosystems will utilize technical writing skills. The student will continue vocabulary development through a study of figurative language. Knowledge of the impact of media on public opinion will be applied in the study of election processes and policymaking. The student will increase his/her proficiency in the use of print and electronic information resources and will learn how to give credit to secondary reference sources.

Oral Language

- 7.1 The student will give and seek information in conversations and in group discussions.
- Use oral vocabulary and style appropriate for listeners.
 - Communicate ideas and information orally in an organized and succinct manner.
 - Ask probing questions to seek elaboration and clarification of ideas.
 - Make supportive statements to communicate agreement or acceptance of others' ideas.
- 7.2 The student will identify the relationship between a speaker's verbal and nonverbal messages.
- Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice.
 - Use nonverbal communication skills, such as eye contact, posture, and gestures.
 - Compare/contrast a speaker's verbal and nonverbal messages.
- 7.3 The student will identify persuasive messages in nonprint media, including television, radio, and films.
- Identify persuasive technique used.
 - Distinguish between fact and opinion.

Reading/Literature

- 7.4 The student will use analogies, idioms, similes, and metaphors to extend understanding of word meanings.
- 7.5 The student will read a variety of fiction, nonfiction, and poetry.
- Describe setting, plot structure, and theme or conflict.
 - Analyze relationship between author's style, literary form, and intended impact on reader.
 - Describe connections between historical and cultural influences and literary selections.
 - Describe how word choice and language structure convey an author's viewpoint in newspaper and magazine articles and critical reviews.
- 7.6 The student will read and understand information from varied sources.
- Use knowledge of text structures to aid comprehension.
 - Make, confirm, or revise predictions as needed.
 - Distinguish fact from opinion in newspapers, magazines, and other print media.
 - Summarize what is read.
 - Organize and synthesize information for use in written and oral presentations.

- 7.7 The student will read a variety of poetry.
- Compare and contrast the use of a speaker and the impact on the reader.
 - Describe the impact of specific word choices, such as jargon, dialect, multiple meanings, invented words, concrete or abstract terms, and sensory or figurative language.
 - Explain how sentence structure, line length, and punctuation convey mood or meaning of a poem.
 - Describe how rhythm contributes to the purpose or theme of a poem.
 - Compare and contrast the rhythm of poems with similar or dissimilar themes.

Writing

- 7.8 The student will develop narrative, expository, persuasive, and technical writings.
- Apply knowledge of prewriting strategies.
 - Elaborate the central idea in an organized manner.
 - Choose vocabulary and information that will cause a reader to perceive images and tone.

- Use clauses and phrases to embed context into sentences.
- Revise writing for clarity.
- Edit final copies to ensure correct use of homonyms, pronoun-antecedent agreement, subject-verb agreement, and verb tense consistency.
- Edit final copies to ensure correct spelling, capitalization, punctuation, and format.
- Use available technology.

- 7.9 The student will use a word processor to plan, draft, revise, and publish some writings.
- Use available word processing tools to check spelling, style, and grammar.

Research

- 7.10 The student will apply knowledge of resources in preparing written and oral presentations.
- Use print and electronic sources to locate books and articles.
 - Use a thesaurus to select more exact descriptive, specific, or effective vocabulary for writing.
 - Use graphic organizers to organize information.
 - Credit secondary reference sources.

Grade Eight

The eighth-grade student will learn and apply interviewing techniques. The student will plan, draft, revise, and edit writing, with emphasis on narratives, exposition, and persuasion. Students will apply reading and writing skills in all subjects, such as communicating results of scientific experiments, reading and describing the relationship between subsets of the real number system, or describing the characteristics and contributions of early civilizations. The student will become a skillful interpreter of the persuasive strategies used in mass media. The student will continue to develop an appreciation for literature through a study of literary elements contained in classic works as well as contemporary selections. The student will describe themes or inferred main ideas, interpret cause-effect relationships, and draw conclusions from a variety of literary selections.

Oral Language

- 8.1 The student will use interviewing techniques to gain information.
- Prepare and ask relevant questions for the interview.
 - Make notes of responses.
 - Compile and report responses.
 - Evaluate the effectiveness of the interview.

Reading/Literature

- 8.2 The student will apply knowledge of word origins, derivations, and idioms and will use analogies, metaphors, and similes to extend vocabulary development.

- 8.3 The student will apply knowledge of the characteristics and elements of various literary forms, including short stories, essays, speeches, lyric and narrative poems, plays, and novels.
- Explain the use of symbols and figurative language.
 - Describe inferred main ideas or themes.
 - Describe cause-effect relationships and their impact on plot.
 - Describe how authors use characters, point of view, and tone to create meaning.

- Compare and contrast the use of the poetic elements of word choice, dialogue, rhyme, rhythm, and voice.
 - Explain how a literary selection can expand or enrich personal viewpoints or experiences.
- 8.4 The student will comprehend what is read from a variety of sources.
- Draw on background knowledge and knowledge of text structure to understand selections.
 - Analyze details for relevance and accuracy.
 - Read and follow instructions to assemble a model or simple structure.
 - Evaluate and synthesize information to apply in written and oral presentations.

Writing

- 8.5 The student will write in a variety of forms, including narrative, expository and persuasive writings.
- Use prewriting strategies to generate and organize ideas.
 - Focus on elaboration and organization.
 - Select specific vocabulary and information.

Research

- 8.6 The student will analyze mass media messages.
- Identify the persuasive technique being used.
 - Describe the possible cause-effect relationships between mass media coverage and public opinion trends.
 - Evaluate advertisements, editorials, and feature stories for relationships between intent and factual content.

Computer/Technology Standards by the End of Grade Eight

Computer/Technology skills are essential components of every student's education. In order to maximize opportunities for students to acquire necessary skills for academic success, the teaching of these skills should be the shared responsibility of teachers of all disciplines.

Minimum skills that students should acquire by the end of **Grade 8** include the following:

- C/T8.1 The student will communicate through application software.
- Compose and edit a multipage document at the keyboard, using word processing skills and the writing process steps.
 - Communicate spreadsheets by entering data and setting up formulas, analyzing data, and creating graphs or charts to visually represent data.
 - Communicate with databases by defining fields and entering data, sorting, and producing reports in various forms.
 - Use advanced publishing software, graphics programs, and scanners to produce page layouts.
 - Integrate databases, graphics, and spreadsheets into word-processed documents.
- C/T8.2 The student will communicate through networks and telecommunication.
- Use local and worldwide network communication systems.
 - Develop hypermedia "home page" documents that can be accessed by worldwide networks.
- C/T8.3 The student will have a basic understanding of computer processing, storing, retrieval, and transmission technologies and a practical appreciation of the relevant advantages and disadvantages of various processing, storage, retrieval, and transmission technologies.
- C/T8.4 The student will process, store, retrieve, and transmit electronic information.
- Use search strategies to retrieve electronic information.

- Use electronic encyclopedias, almanacs, indexes, and catalogs to retrieve and select relevant information.
- Use laser discs with a computer in an interactive mode.
- Use local and wide-area networks and modem-delivered services to access and retrieve information from electronic databases.
- Use databases to perform research.

Grade Nine

The ninth-grade student will present and critique dramatic readings of literary selections and will continue to develop proficiency in making planned oral presentations. Knowledge of literary terms and forms will be applied in the student's own writing and in the analysis of literature. Students will be introduced to significant literary works from a variety of cultures and eras, from 1000 A.D. to the present. Increased requirements for research and reporting in all subjects are supported by the use of electronic databases and a standard style sheet method to cite reference sources. Writing will encompass narrative, literary, expository, and technical forms, with particular attention to analysis.

Oral Language

9.1 The student will present and critique dramatic readings of literary selections.

- Choose literary form for presentation, such as poems, monologues, scenes from plays, or stories.
- Adapt presentation techniques to fit literary form.
- Use verbal and nonverbal techniques for presentation.
- Evaluate impact of presentation.

9.2 The student will make planned oral presentations.

- Include definitions to increase clarity.
- Use relevant details to support main ideas.
- Illustrate main ideas through anecdotes and examples.
- Cite information sources.
- Make impromptu responses to questions about presentation.

Reading/Literature

9.3 The student will read and analyze a variety of literature.

- Identify the characteristics that distinguish literary forms.
- Use literary terms in describing and analyzing selections.
- Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

- Explain the relationship between author's style and literary effect.
- Describe the use of images and sounds to elicit the reader's emotions.
- Explain the influence of historical context on the form, style, and point of view of a written work.

9.4 The student will read and analyze a variety of print materials.

- Identify a hypothesis to be confirmed, disproved, or modified.
- Evaluate clarity and accuracy of information.
- Synthesize information from sources and apply it in written and oral presentations.
- Identify questions not answered by a selected text.
- Extend general and specialized vocabulary through reading and writing.
- Read and follow instructions to use computer software, assemble or construct models or equipment, or complete a project.

9.5 The student will read dramatic selections.

- Identify the two basic parts of drama.
- Compare and contrast the elements of character, setting, and plot in one-act plays and full-length plays.
- Describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.

Writing

- 9.6 The student will develop narrative, literary, expository, and technical writings to inform, explain, analyze, or entertain.
- Plan and organize writing.
 - Communicate clearly the purpose of the writing.
 - Write clear, varied sentences.
 - Use specific vocabulary and information.
 - Arrange paragraphs into a logical progression.
 - Revise writing for clarity.
 - Edit final copies for correct use of language, spelling, punctuation, and capitalization.

Research

- 9.7 The student will credit the sources of both quoted and paraphrased ideas.
- Define the meaning and consequences of plagiarism.
 - Distinguish one's own ideas from information created or discovered by others.
 - Use a style sheet method for citing secondary sources, such as MLA or APA.
- 9.8 The student will use electronic databases to access information.
- Identify key terms.
 - Narrow the focus of a search.
 - Scan and select resources.

Grade Ten

The tenth-grade student will become a skilled communicator in small-group learning activities. The student will read and critique literary works from a variety of eras and cultures, including those cultures studied in world geography.* Attention will be given to the analysis of printed consumer information, such as labels, owners' manuals, warranties, and contracts. Reading analysis skills also will be valuable in understanding geometric theorems. The student will critique the writing of peers and professionals, using analysis to improve his/her writing skills.

* School divisions may elect to teach this body of literature at Grade 11 or 12.

Oral Language

- 10.1 The student will participate in and report small-group learning activities.
- Assume responsibility for specific tasks.
 - Participate in the preparation of an outline or summary of the group activity.
 - Include all group members in oral presentation.
- 10.2 The student will critique oral reports of small-group learning activities.
- Evaluate one's own role in preparation and delivery of oral reports.
 - Evaluate effectiveness of group process in preparation and delivery of oral reports.

Reading/Literature

- 10.3 The student will read and critique literary works from a variety of eras in a variety of cultures.
- Explain similarities and differences of structures and images as represented in the literature of different cultures.
 - Identify universal themes prevalent in the literature of all cultures.
 - Describe cultural archetypes in short stories, novels, poems, and plays across several cultures.

- Examine a literary selection from several critical perspectives.
- 10.4 The student will read and interpret printed consumer materials.
- Identify essential information needed to operate specific tools, appliances, technology hardware, or other equipment.
 - Analyze the information contained in warranties, contracts, job descriptions, and technical descriptions.
 - Skim manuals or consumer texts to locate information.
 - Compare and contrast product information contained in advertisements with instruction manuals and warranties.
 - Apply the information contained in labels, warnings, manuals, directions, applications, and forms to complete simulated or real-world tasks.
- 10.5 The student will read and critique a variety of poetry.
- Compare and contrast the use of rhyme, rhythm, and sound to convey a message.

- Compare and contrast the ways in which poets inspire the reader to share emotions expressed in poems.
 - Paraphrase the meaning of selected poems.
- 10.6 The student will read and critique dramatic selections.
- Explain the use of asides.
 - Explain the role of a director.
 - Compare and contrast character development in a play as compared to other literary forms.

Writing

- 10.7 The student will develop a variety of writings with an emphasis on exposition.
- Plan and organize ideas for writing.
 - Elaborate ideas clearly through word choice and vivid description.
 - Write clear, varied sentences.
 - Organize ideas into a logical sequence.
 - Revise writing for clarity and content of presentation.

- Edit final copies for correct use of language, spelling, punctuation, and capitalization.
 - Use available technology.
- 10.8 The student will critique professional and peer writing.
- Analyze the writing of others.
 - Describe how writing accomplishes its intended purpose.
 - Suggest how writing might be improved.
 - Apply knowledge of critical analysis to writing.
- 10.9 The student will use writing to interpret, analyze, and evaluate ideas.
- Explain concepts contained in literature and other disciplines.
 - Translate concepts into simpler or more easily understood terms.

Research

- 10.10 The student will collect, evaluate, and organize information.
- Organize information from a variety of sources.
 - Verify the accuracy and usefulness of information.
 - Use available technology.

Grade Eleven

The eleventh-grade student will be able to make and analyze persuasive oral presentations, with attention to the accuracy of evidence and the effectiveness of delivery. The student's appreciation for literature will be enhanced by the study of American literature, both classic and contemporary.* The student will be able to identify the prevalent themes and characterizations present in American literature which are reflective of the history and culture; furthermore, the student will identify the contributions of other cultures to the development of American literature. The student will be able to write clear and accurate business and technical correspondence and reports for research and other applications in all subjects. The student will develop expository and persuasive compositions by locating, evaluating, synthesizing, and citing applicable information with careful attention to organization and accuracy.

* School divisions may elect to teach this body of literature at Grade 10 or 12.

Oral Language

- 11.1 The student will make persuasive presentations.
- Organize evidence to support a position.
 - Present evidence clearly and convincingly.
 - Support and defend ideas and thoughts in public forums.
- 11.2 The student will analyze and evaluate persuasive presentations.
- Critique the accuracy, relevance, and organization of evidence.
 - Critique the clarity and effectiveness of delivery.

Reading/Literature

- 11.3 The student will read and analyze relationships among American literature, history, and culture.
- Describe contributions of different cultures to the development of American literature.
 - Describe the development of American literature in the 17th, 18th, 19th, and 20th centuries.
 - Contrast periods in American literature.
 - Differentiate among archetypal characters in American literature.
 - Describe the major themes in American literature.

- Describe how use of context and language structures conveys an author’s point of view in contemporary and historical essays, speeches, and critical reviews.
- 11.4 The student will read a variety of print material.
- Use information from texts to clarify or refine understanding of academic concepts.
 - Read and follow directions to complete an application for college admission, a scholarship, or for employment.
 - Read and follow directions to complete a laboratory experiment.
 - Extend general and specialized vocabularies for reading and writing.
 - Generalize ideas from selections to make predictions about other texts.
- 11.5 The student will read and critique a variety of poetry.
- Analyze the poetic elements of classic poems.
 - Identify the poetic elements and techniques that are most appealing and that make poetry enjoyable.
 - Compare and contrast the works of contemporary and past American poets.
- 11.6 The student will read a variety of dramatic selections.
- Describe the relationship between farce and characterization.
 - Describe the dramatic conventions or devices used by playwrights to present selected plays.
 - Explain the use of monologue and soliloquy.
 - Explain the use of verbal and dramatic irony.
- Elaborate ideas clearly and accurately.
 - Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
 - Revise writing for accuracy and depth of information.
 - Edit final copies for correct use of language, spelling, punctuation, and capitalization.
- 11.8 The student will write, revise, and edit personal and business correspondence to a standard acceptable in the work place and higher education.
- Apply a variety of planning strategies to generate and organize ideas.
 - Organize information to support the purpose of the writing.
 - Present information in a logical manner.
 - Revise writing for clarity.
 - Edit final copies for correct use of language, spelling, punctuation, and capitalization.
 - Use available technology.

Research

- 11.9 The student will analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper dealing with a question, problem, or issue.
- Narrow a topic.
 - Develop a plan for research.
 - Collect information to support a thesis.
 - Evaluate quality and accuracy of information.
 - Synthesize information in a logical sequence.
 - Document sources of information using a style sheet format, such as MLA or APA.
 - Revise writing for clarity of content.
 - Edit final copy for correct use of language, format, spelling, punctuation, and capitalization.
 - Use available technology.

Writing

- 11.7 The student will write in a variety of forms with an emphasis on persuasion.
- Develop a focus for writing.
 - Evaluate and cite applicable information.
 - Organize ideas in a logical manner.

Grade Twelve

The twelfth-grade student will use organizational skills, audience awareness, appropriate vocabulary and grammar, and both verbal and nonverbal presentation skills to plan and deliver an effective 5-10 minute oral presentation. The student will analyze British literature and literature of other cultures, with attention to the many classic works which may be studied.* To the extent feasible, selections will include those which relate to other subjects, such as the study of American and Virginia government. Writing will include the production of technical and expository papers, which are organized logically and contain clear and accurate ideas. The student also will produce a well-documented major research paper.

* School divisions may elect to teach this body of literature at Grade 10 or 11.

Oral Language

- 12.1 The student will make a 5-10 minute formal oral presentation.
- Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information.
 - Use a well-structured narrative or logical argument.
 - Use details, illustrations, statistics, comparisons, and analogies to support purposes.
 - Use visual aids or technology to support presentation.
- 12.2 The student will evaluate formal presentations.
- Critique relationships among purpose, audience, and content of presentations.
 - Critique effectiveness of presentations.

Reading/Literature

- 12.3 The student will analyze the development of British literature and literature of other cultures.
- Recognize major literary forms and techniques.
 - Recognize the characteristics of major chronological eras.
 - Relate literary works and authors to major themes and issues of their eras.
- 12.4 The student will read a variety of print material.
- Identify information needed to conduct a laboratory experiment or product evaluation.
 - Draw conclusions regarding the quality of a product based on analysis of the accompanying warranty and instruction manual.
 - Evaluate the quality of informational texts and technical manuals.
 - Read and follow instructions to install a software program.
- 12.5 The student will read and critique a variety of poetry.
- Explain how the choice of words in a poem fits the speaker.
 - Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject and mood.

- Explain how imagery and figures of speech (personification, simile, metaphor) appeal to the reader's senses and experience.
- Compare and contrast traditional and contemporary works of poets from many cultures.

- 12.6 The student will read and critique dramatic selections from a variety of authors.
- Describe the conflict, plot, climax, and setting.
 - Compare and contrast ways in which dialogue and staging contribute to the theme.
 - Identify the most effective elements of selected plays.
 - Compare and contrast dramatic elements of plays from American, British, and other cultures.

Writing

- 12.7 The student will develop expository and technical writings.
- Consider audience and purpose when planning for writing.
 - Present ideas in a logical sequence.
 - Elaborate ideas clearly and accurately.
 - Revise writing for depth of information and technique of presentation.
 - Edit final copies for correct use of language, spelling, punctuation, and capitalization.

Research

- 12.8 The student will write documented research papers.
- Evaluate the accuracy and usefulness of information.
 - Synthesize information to support the thesis.
 - Present information in a logical manner.
 - Cite sources of information using a standard method of documentation.
 - Edit for correct use of language, capitalization, punctuation, and spelling in final copies.
 - Use available technology.