

English Standards of Learning Crosswalk Between the 2010 and 2002 Standards

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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
Crosswalk between the 2010 and 2002 Standards

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

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2010 Grade K English Standards of Learning Crosswalk	
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.”

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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.

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2010 Grade K English Standards of Learning Crosswalk	
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

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2010 Grade K English Standards of Learning Crosswalk	
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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2010 Grade K English Standards of Learning Crosswalk	
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 Grade K English Standards of Learning Crosswalk	
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.

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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.

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2010 Grade 1 English Standards of Learning Crosswalk	
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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2010 Grade 1 English Standards of Learning Crosswalk	
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.”

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2010 Grade 1 English Standards of Learning Crosswalk	
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.	

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2010 Grade 1 English Standards of Learning Crosswalk	
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 Grade 1 English Standards of Learning Crosswalk	
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 Grade 1 English Standards of Learning Crosswalk	
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.

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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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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.”

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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.”

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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.”

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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.	

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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

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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
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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.

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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

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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.

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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
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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
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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

2010 Grade 2 English Standards of Learning Crosswalk	
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 Grade 2 English Standards of Learning Crosswalk	
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

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2010 Grade 2 English Standards of Learning Crosswalk	
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
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2010 Grade 2 English Standards of Learning Crosswalk	
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.

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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
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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.

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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.	

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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.

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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.

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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		
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	
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.