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| **English Standards of Learning Crosswalk Between the 2017 and 2010 Standards** |
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| **Virginia Department of Education** |
| **2017** |

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| **2017 Grade K English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| New Strand: Communication and Multimodal Literacies | |
| K.1 The student will build oral communication skills. | Formerly K.3  Moved to align with the new Communication and Multimodal Literacies Strand |
| a) Listen actively and speak using agreed-upon rules for discussion. | New content |
| b) Express ideas in complete sentences and express needs through direct requests. | Formerly K.3a |
| c) Initiate conversations. | Formerly K.3b. Removed “begin to” |
| d) Follow implicit rules for conversation, including taking turns and staying on topic. | Formerly K.3c. Removed “begin to” |
| e) Listen and speak informal conversations with peers and adults. | Formerly K.3d |

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| **2017 Grade K English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| New Strand: Communication and Multimodal Literacies | |
| f) Discuss various texts and topics collaboratively and with partners. | Formerly K.3e –Removed “participate in group and partner. . . about. . .” Added collaboratively and with partners. . “ Formerly K.1f and K.1i |
| g) Use voice level, phrasing, and intonation appropriate for language situations. | Formerly K.3f. Removed “begin to” |
| h) Follow one- and two-step directions. | Formerly K.3g |
| i) Ask how and why questions to seek help, get information, or clarify information. | Formerly K.3h. Removed “begin to” and added “to seek help, get information, or clarify information” |
| j) Work respectfully with others. | New content |

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| **2017 Grade K English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| New Strand: Communication and Multimodal Literacies | |
| K.2 The student will demonstrate growth in oral early literacy skills. | Formerly K.1. Removed “the use of” and “language”. Added “early literacy skills”.  Moved to align with the new Communication and Multimodal Literacies Strand. |
| a) Listen and respond to a variety of text and media. | Formerly K.1a. Added “and respond” and “text and media”. Removed “literary forms, including stories and poems”. |
| b) Participate in a variety of oral language activities including choral and echo speaking and recitation. | Formerly K.1b. Removed “of short poems, rhymes, songs, and stories with repeated word order patterns” |
| c) Tell stories orally. | Formerly K.1c. Revised from “Participate in oral generation of language experience narratives” |
| d) Participate in creative dramatics. | Formerly K.1d |

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| **2017 Grade K English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness. | Formerly K.4 – Removed “say”. Added “orally”, “phonemes”, and “to develop phonological and phonemic awareness”  Moved to align with the Reading Strand |
| 1. Begin to discriminate between spoken sentences, words, and syllables. | Formerly K.4a |
| 1. Identify and produce words that rhyme. | Formerly K.4b |
| 1. Blend and segment multisyllabic words at the syllable level. | Formerly K.4c |
| 1. Blend and segment one-syllable words into phonemes including onset and rime. | Formerly K.4d. Added “blend and” and “phonemes”. Removed “beginning phoneme(s)” and “ending” |
| 1. Identify words according to shared beginning and/or ending sounds. | Formerly K.4e |

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| **2017 Grade K English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| 1. Blend sounds to make one-syllable words. | New content |
| g) Segment one-syllable words into individual phonemes. | New content |
| K.4 The student will understand how print is organized and read. | Formerly K.5 |
| 1. Hold print materials in the correct position. | Formerly K.5a |
| b) Identify the front cover, back cover, and title page of a book. | Formerly K.5b |
| c) Distinguish between print and pictures. | Formerly K.5c |

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| **2017 Grade K English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| d) Follow words from left to right and from top to bottom on a printed page. | Formerly K.5d |
| e) Match voice with print. | Formerly K.5e |
| K.5 The student will demonstrate an understanding that print conveys meaning. | Formerly K.6 |
| 1. Identify common signs and logos. | Formerly K.6a |
| 1. Explain that printed materials provide information. | Formerly K.6b |
| 1. Read and explain own writing and drawings. | Formerly K.6c |

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| **2017 Grade K English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| 1. Read his/her name and commonly used high-frequency words. | Formerly K.6d. Removed “read fifteen meaningful, concrete words” and added “commonly used high-frequency words” |
| K.6 The student will develop an understanding of basic phonetic principles. | Formerly K.7 |
| 1. Identify and name the capital and lowercase letters of the alphabet. | Formerly K.7a. Removed “uppercase”. Added “capital” |
| 1. Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. | Formerly K.7b |
| 1. Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. | Formerly K.7c |
| 1. Identify the initial consonant sounds in one-syllable words. | Formerly K.7d. Removed “beginning” and added “initial”. Removed “single” and added “one” |

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| **2017 Grade K English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| e) Identify final consonant sounds in one-syllable words. | New content |
| K.7 The student will expand vocabulary and use of word meanings. | Formerly K.2  Moved to align with the Reading Strand. |
| 1. Discuss meanings of words. | Formerly K.8a |
| 1. Increase vocabulary by listening to a variety of texts read aloud. | Formerly K.2a and K.8b. Revised from “Increase listening and speaking vocabularies” |
| 1. Use vocabulary from other content areas. | Formerly K.2g |
| 1. Ask about words not understood. | Formerly K.2f |

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| **2017 Grade K English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| e) Use number words. | Formerly K.2b |
| f) Use nouns to identify and name people, places, and things. | Formerly K.2c. Removed “words” and added “nouns”. Added “identify” and removed “describe” and added “and” |
| g) Use adjectives to describe location, size, color, and shape. | Formerly K.2d. Removed “words” and added “adjectives” Removed “name” |
| h) Use verbs to identify actions. | Formerly K.2e. Removed “words” and added “verbs” and “identify”. Removed “describe/name” |
| K.8 The student will demonstrate comprehension of fictional texts. | Formerly K.9 |
| 1. Identify the role of an author and an illustrator. | Formerly K.9a. Revised from “Identify what an author does and what an illustrator does” |

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| **2017 Grade K English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |

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| 1. Relate previous experiences to what is read. | Formerly K.9b |
| c) Use pictures to make predictions. | Formerly K.9c |
| d) Ask and answer questions about what is read. | Formerly K.9d. Removed “begin to” |
| e) Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end. | Formerly K.9e, f, and g |
| K.9 The student will demonstrate comprehension of nonfiction texts. | Formerly K.10 |
| a) Use pictures to identify topic and make predictions. | Formerly K.10a |

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| **2017 Grade K English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |

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| b) Identify text features specific to the topic, such as titles, headings, and pictures. | Formerly K.10b |
| 1. Ask and answer questions about what is read. | New content |
| Strand: Writing | |
| K.10 The student will print in manuscript. | Formerly K.11 |
| 1. Print capital and lowercase letters of the alphabet independently. | Formerly K.11a. Removed “uppercase” and added “capital” |
| 1. Print his/her first and last names. | Formerly K.11b |
| K.11 The student will write in a variety of forms to include narrative and descriptive. | Formerly K.12. Revised from “The student will to communicate ideas for a variety of purposes” |

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| **2017 Grade K English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |
| 1. Differentiate pictures from writing. | Formerly K.12a |
| b) Use prewriting activities to generate ideas including drawing pictures. | New content |
| c) Use letters to phonetically spell words that describe pictures or experiences. | Formerly K.12b and K.12c. Revised from “Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences” |
| d) Write left to right and top to bottom. | Formerly K.12d |
| e) Compose simple sentences. | New content |
| f) Begin each sentence with a capital letter and use ending punctuation. | New content |

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| **2017 Grade K English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| g) Share writing with others. | New content |
| New Strand: Research | |
| K.12 The student will conduct research to answer questions or solve problems using available resources. | A Research strand was added to kindergarten for K-12 alignment. New content |
| 1. Generate topics of interest. | New content |
| 1. Generate questions to gather information. | New content |
| 1. Identify pictures, texts, or people as sources of information. | New content |

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| **2017 Grade K English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| New Strand: Research | |
| d) Find information from provided sources. | New content |

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| **2017 Grade 1 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| New Strand: Communication and Multimodal Literacies | |
| 1.1 The student will develop oral communication skills. | Formerly 1.3. Added “develop oral communication skills” and removed “adapt or change oral language to fit the situation”.  Moved to align with the Communication and Multimodal Literacies Strand. |
| 1. Listen actively and speak using agreed-upon rules for discussion. | Formerly 1.3b. Revised from “Follow rules for conversation using appropriate voice level and small-group settings” |
| 1. Initiate conversation with peers and adults. | Formerly 1.3a |
| 1. Adapt or change oral language to fit the situation. | New content |
| 1. Use appropriate voice level, phrasing, and intonation. | New content |

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| **2017 Grade 1 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| New Strand: Communication and Multimodal Literacies | |
| 1. Participate in collaborative and partner discussions about various texts and topics. | New content |
| 1. Follow rules for conversation using appropriate voice level in small-group settings. | Formerly 1.3b |
| g) Ask and respond to questions to seek help, get information, or clarify information. | Formerly1.3c. Added “to seek help, get information, and clarify information” |
| h) Restate and follow simple two-step oral directions. | Formerly1.3d. Added “Restate and” |
| i) Give simple two-step directions. | Formerly 1.3e |
| j) Express ideas orally in complete sentences. | Formerly 1.1e |

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| **2017 Grade 1 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| New Strand: Communication and Multimodal Literacies | |
| k) Work respectfully with others. | New content |
| l) Increase listening and speaking vocabularies. | Formerly 1.2a |
| 1.2 The student will demonstrate growth in oral early literacy skills. | Formerly 1.1. Revised from “The student will continue to demonstrate growth in the use of oral language”  Moved to align with the new Communication and Multimodal Literacies Strand |
| 1. Listen and respond to a variety of print and media materials. | Formerly 1.1a. Removed “electronic” and added “print and”. Removed “and other age appropriate” |
| 1. Tell and retell stories and events in sequential order. | Formerly1.1b. Removed “logical” and added “sequential” |
| 1. Participate in a variety of oral language activities, including choral speaking and recitation. | Formerly1.1c. Added “recitation”. Removed “reciting short poems, rhymes, songs, and stories with repeated patterns” |
| **2017 Grade 1 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| 1. Participate in creative dramatics. | Formerly 1.1d |
| Strand: Reading | |
| 1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness. | Formerly 1.4. – Revised from “The student will orally identify, produce, and manipulate various units of speech sounds within words”  Moved to align with the Reading Strand |
| 1. Create rhyming words. | Formerly 1.4a |
| 1. Count phonemes (sounds) in one-syllable words. | Formerly 1.4b |
| 1. Blend sounds to make one-syllable words. | Formerly 1.4c |

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| **2017 Grade 1 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| 1. Segment one-syllable words into individual phonemes. | Formerly 1.4d. Removed “speech sounds” and added “phonemes” |
| 1. Add or delete phonemes to make new words. | Formerly 1.4e. Removed “sounds” and added “to make new words” |
| f) Blend and segment multisyllabic words at the syllable level. | New content |
| 1.4 The student will apply knowledge of how print is organized and read. | Formerly 1.5 |
| 1. Read from left to right and from top to bottom. | Formerly 1.5a |
| 1. Match spoken words with print. | Formerly 1.5b |

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| **2017 Grade 1 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| c) Identify letters, words, sentences, and ending punctuation. | Formerly 1.5c |
| 1.5 The student will apply phonetic principles to read and spell. | Formerly 1.6 |
| 1. Use initial and final consonants to decode and spell one-syllable words. | Formerly 1.6a. Removed “beginning” and added “initial”. Removed “ending” and added “final”. Added “one” and removed “single” |
| b) Use two-letter consonant blends to decode and spell one-syllable words. | Formerly 1.6b. Added “one” and removed “single” |
| c) Use consonant digraphs to decode and spell one-syllable words. | Formerly 1.6c. Removed “beginning” and added “one”. Removed “single” |
| 1. Use short vowel sounds to decode and spell one-syllable words. | Formerly 1.6d. Added “one” and removed “single” |

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| **2017 Grade 1 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| e) Blend initial, medial, and final sounds to recognize and read words. | Formerly 1.6e. Removed “beginning, middle, and ending” and added “initial, medial, and final” |
| f) Use word patterns to decode unfamiliar words. | Formerly 1.6f |
| g) Read and spell simple two-syllable compound words. | Formerly 1.6g |
| h) Read and spell commonly used sight words. | Formerly 1.6h |
| 1.6 The student will use semantic clues and syntax for support when reading. | Formerly 1.7. Added “for support” and removed “to expand vocabulary” |
| 1. Use words, phrases, and sentences. | Formerly 1.7a |

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| **2017 Grade 1 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |

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| 1. Use titles and pictures. | Formerly 1.7b |
| 1. Use information in the story to read words. | Formerly 1.7c |
| 1. Use knowledge of sentence structure. | Formerly 1.7d |
| 1. Reread and self-correct. | Formerly 1.7f |
| 1.7 The student will expand vocabulary and use of word meanings. | Formerly 1.2 and 1.8 |
| 1. Discuss meanings of words in context. | Formerly 1.8a |

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| **2017 Grade 1 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |

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| 1. Develop vocabulary by listening to and reading a variety of texts. | Formerly 1.8b |
| 1. Ask for the meaning of unknown words and make connections to familiar words. | Formerly 1.8c and 1.2b |
| 1. Use text clues such as words or pictures to discern meanings of unknown words. | Formerly 1.8d |
| 1. Use vocabulary from other content areas. | Formerly 1.8e and 1.2d |
| f) Use singular and plural nouns. | Formerly 1.2c |

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| **2017 Grade 1 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |

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| g) Use adjectives to describe nouns. | New content |
| h) Use verbs to identify actions. | New content |
| 1.8 The student will use simple reference materials. | Formerly 1.11 |
| 1. Use knowledge of alphabetical order by first letter. | Formerly 1.11a |
| b) Use a picture dictionary to find meanings of unfamiliar words. | Formerly 1.11b |
| 1.9 The student will read and demonstrate comprehension of a variety of fictional texts. | - |

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| **2017 Grade 1 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |

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| 1. Preview the selection. | - |
| 1. Set a purpose for reading. | - |
| 1. Relate previous experiences to what is read. | - |
| 1. Make and confirm predictions. | - |
| 1. Ask and answer who, what, when, where, why, and how questions about what is read. | - |
| 1. Identify characters, setting, and important events. | - |

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| **2017 Grade 1 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |

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| 1. Retell stories and events, using beginning, middle, and end in a sequential order. | Added “in a sequential order” |
| 1. Identify theme. | Removed “the main idea or” |
| 1. Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression. | Removed “passages” |
| 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. | - |
| 1. Preview the selection. | - |

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| **2017 Grade 1 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |

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| 1. Use prior and background knowledge as context for new learning. | - |
| 1. Set a purpose for reading. | - |
| 1. Identify text features such as pictures, headings, charts, and captions. | - |
| 1. Make and confirm predictions. | - |
| 1. Ask and answer who, what, where, when, why, and how questions about what is read. | - |

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| **2017 Grade 1 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |

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| 1. Identify the main idea. | - |
| 1. Read and reread familiar texts with fluency, accuracy, and meaningful expression. | Added “texts” and removed “passages” |
| **Strand: Writing** | |
| 1.11 The student will print legibly in manuscript. | Formerly 1.12. Added “in manuscript” |
| 1. Form letters accurately. | Formerly 1.12a |
| 1. Space words within sentences. | Formerly 1.12b |

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| **2017 Grade 1 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |

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| 1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion. | Formerly 1.13 – Revised from “The student will write to communicate ideas for a variety of purposes” |
| 1. Identify audience and purpose. | New content |
| 1. Use prewriting activities to generate ideas. | Formerly 1.13a. Added “Use prewriting activities to” |
| 1. Focus on one topic. | Formerly 1.13b |
| d) Organize writing to suit purpose. | New content |
| e) Revise by adding descriptive words when writing about people, places, things, and events. | Formerly 1.13c |

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| **2017 Grade 1 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |

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| f) Write to express an opinion and give a reason. | New content |
| g) Use letters to phonetically spell words. | Revised from “Use the alphabetic code to write unknown words phonetically” to “Use letters to phonetically spell words” |
| h) Share writing with others. | Formerly 1.13g |
| 1.13 The student will edit writing for capitalization, punctuation, and spelling. | New content  Bullets included under this standard originally appeared with other writing standards. An editing standard was created for Grade 1. |
| 1. Use complete sentences. | Formerly 1.13d. Removed “in final copies” |
| 1. Begin each sentence with a capital letter and use ending punctuation. | Formerly 1.13e. Removed “in final copies” |

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| **2017 Grade 1 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |

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| 1. Use correct spelling for commonly used sight words and phonetically regular words. | Formerly 1.13f. Removed “in final copies” |
| **New Strand: Research** | |
| 1.14 The student will conduct research to answer questions or solve problems using available resources. | A Research Strand was added to Grade 1 for K-12 alignment.  New content |
| a) Generate topics of interest. | New content |
| b) Generate questions to gather information. | New content |
| c) Identify pictures, texts, or people as sources of information. | New content |

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| 2017 Grade 1 English Standards of Learning | |
| 2017 Standards | CHANGES/2010 Standards |

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| **New Strand: Research** | |
| d) Find information from provided sources. | New content |
| e) Record information. | New content |

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| **2017 Grade 2 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| New Strand: Communications and Multimodal Literacies | |

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| 2.1 The student will use oral communication skills. | Formerly 2.3  Moved to align with the new Communication and Multimodal Literacies Strand. |
| 1. Listen actively and speak using appropriate discussion rules. | New content |
| b) Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond. | Formerly 2.3a |
| 1. Speak audibly with appropriate voice level, phrasing, and intonation. | New content |
| 1. Share information orally with appropriate facts and relevant details. | Formerly 2.3b. Removed “stories or” and added “with appropriate facts and relevant details”. Removed “with an audience” |

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| **2017 Grade 2 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| New Strand: Communications and Multimodal Literacies | |

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| 1. Use increasingly complex sentence structures in oral communication. | Formerly 2.1d |
| f) Begin to self-correct errors in language use. | Formerly 2.1e |
| g) Participate as a contributor and leader in collaborative and partner discussions. | Formerly 2.3c. Removed “in a group” and added “in collaborative and partner discussions” |
| h) Ask and answer questions to seek help, get information, or clarify information. | New content |
| i) Retell information shared by others. | Formerly 2.3d |
| j) Restate and follow multi-step directions. | Formerly 2.3e. Added “Restate and” and “multi-step”. Removed “three and four step” |

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| **2017 Grade 2 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| New Strand: Communications and Multimodal Literacies | |

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| k) Give multi-step directions. | Formerly 2.3f. Removed “three and four step” and added “multi-step” |
| l) Work respectfully with others and show value for individual contributions. | New content |
| m) Create a simple presentation using multimodal tools. | New content |
| 2.2 The student will demonstrate an understanding of oral early literacy skills. | Formerly 2.1 – Removed “language structure” and added “early literacy skills” |
| 1. Create oral stories to share with others. | Formerly 2.1a |
| 1. Create and participate in oral dramatic activities | Formerly 2.1b |

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| **2017 Grade 2 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| New Strand: Communications and Multimodal Literacies | |

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| 1. Participate in a variety of oral language activities including choral speaking and recitation. | New content |
| Strand: Reading | |
| 2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. | Formerly 2.4 – Revised from “The student will orally identify, produce, and manipulate various units of speech sounds within words”  Moved to align with the Reading Strand |
| 1. Count phonemes within one-syllable words. | Formerly 2.4a. Removed “sounds” |
| 1. Blend sounds to make one-syllable words. | Formerly 2.4b |
| 1. Segment one-syllable words into phonemes. | Formerly 2.4c. Removed “individual speech sounds” |

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| **2017 Grade 2 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |

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| 1. Add or delete phonemes to make words. | Formerly 2.4d. Removed “sounds” |
| 1. Blend and segment multisyllabic words at the syllable level. | Formerly 2.4e |
| 2.4 The student will use phonetic strategies when reading and spelling. | Formerly 2.5 |
| 1. Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words. | Formerly 2.5a |
| 1. Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words. | Formerly 2.5b |

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| **2017 Grade 2 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| New Strand: Communications and Multimodal Literacies | |

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| 1. Decode regular multisyllabic words. | Formerly 2.5c |
| 1. Apply decoding strategies to confirm or correct while reading. | Formerly 2.6d. Revised from “Reread and self-correct” to “Apply decoding strategies to confirm or correct while reading” |
| Strand: Reading | |
| 2.5 The student will use semantic clues and syntax to expand vocabulary when reading. | Formerly 2.6 |
| 1. Use information and context clues in the story to read words. | Formerly 2.6a. Added “and context clues” |
| 1. Use knowledge of sentence structure to determine the meaning of unknown words. | Formerly 2.6b. Added “to determine the meaning of unknown words” |

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| **2017 Grade 2 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |

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| 2.6 The student will expand vocabulary and use of word meanings. | Formerly 2.2 and 2.7. Added “and use of word meanings” and removed “when reading” |
| 1. Use knowledge of homophones. | Formerly 2.7a |
| 1. Use knowledge of prefixes and suffixes. | Formerly 2.7b |
| 1. Use knowledge of antonyms and synonyms. | Formerly 2.2d and 2.7c |
| 1. Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts. | Formerly 2.7d |

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| **2017 Grade 2 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |

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| e) Use word-reference materials including dictionaries, glossaries, and indices. | Formerly 2.10c. Added “Use word-reference materials including” |
| f) Use vocabulary from other content areas. | Formerly 2.2e and 2.7e |
| 2.7 The student will read and demonstrate comprehension of fictional texts. | Formerly 2.8 |
| 1. Make and confirm predictions. | Formerly 2.8a |
| 1. Connect previous experiences to new texts. | Formerly 2.8b. Added “connect” and removed “relate”. Removed “the main idea” and added “new texts” |

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| **2017 Grade 2 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |

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| 1. Ask and answer questions using the text for support. | Formerly 2.8c. Removed “about what is read” and added “using the text for support” |
| 1. Describe characters, setting, and plot events in fiction and poetry. | Formerly 2.8e. Added “plot” and removed “important” |
| 1. Identify the conflict and resolution. | Formerly 2.8f. Removed “problem and solution” and added “conflict and resolution” |
| f) Identify the theme. | Formerly 2.8g. Added “theme” and removed “main idea” |
| g) Summarize stories and events with beginning, middle, and end in the correct sequence. | Formerly 2.8h |

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| **2017 Grade 2 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |

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| h) Draw conclusions based on the text. | Formerly 2.8i |
| i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression. | Formerly 2.8j. Removed “passages” |
| 2.8 The student will read and demonstrate comprehension of nonfiction texts. | Formerly 2.9 |
| a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps. | Formerly 2.9a, 2.10a, and 2.10b. Added “including table of contents, headings, pictures, captions, and maps” |
| 1. Make and confirm predictions. | Formerly 2.9b. Removed “about the main idea” |

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| **2017 Grade 2 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |

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| 1. Use prior and background knowledge as context for new learning. | Formerly 2.9c |
| d) Set purpose for reading. | Formerly 2.9d |
| 1. Ask and answer questions using the text as support. | Formerly 2.9e and 2.9f. Added “using the text as support” and removed “about what is read” |
| 1. Identify the main idea. | Formerly 2.9g |
| 1. Draw conclusions based on the text. | New content |

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| **2017 Grade 2 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |

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| 1. Read and reread familiar texts with fluency, accuracy, and meaningful expression. | Formerly 2.9h. Added “texts” and removed “passages” |
| Strand: Writing | |
| 2.9 The student will maintain legible printing and begin to make the transition to cursive. | Formerly 2.11 |
| 1. Begin to write capital and lowercase letters of the alphabet. | New content |
| 1. Begin to sign his/her first and last names. | New content |
| 2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository. | Formerly 2.12. Revised from “The student will write stories, letters, and simple explanations” |

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| **2017 Grade 2 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |

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| 1. Understand writing as a process. | New content |
| 1. Identify audience and purpose. | New content |
| 1. Use prewriting strategies to generate ideas before writing. | Formerly 2.12a. Added “use prewriting strategies to” |
| 1. Use strategies for organization according to the type of writing. | New content |
| e) Organize writing to include a beginning, middle, and end. | Formerly 2.12b. Removed “for narrative and expository writing” |

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| **2017 Grade 2 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |

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| f) Write facts about a subject to support a main idea. | New content |
| g) Write to express an opinion and provide a reason for support. | New content |
| h) Expand writing to include descriptive detail. | Formerly 2.12c |
| i) Revise writing for clarity. | Formerly 2.12d |
| 2.11 The student will edit writing for capitalization, punctuation, spelling, and Standard English. | Formerly 2.13. Removed “correct grammar” and added “and Standard English” |

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| **2017 Grade 2 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |

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| a) Recognize and use complete sentences. | Formerly 2.13a |
| b) Use and punctuate declarative, interrogative, and exclamatory sentences. | Formerly 2.13b |
| c) Capitalize all proper nouns and the word I. | Formerly 2.13c |
| d) Use singular and plural nouns and pronouns. | Formerly 2.13d |
| e) Use apostrophes in contractions and possessives. | Formerly 2.13e |

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| **2017 Grade 2 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |

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| f) Use contractions and singular possessives. | Formerly 2.13f |
| g) Use knowledge of simple abbreviations. | Formerly 2.13g |
| h) Use correct spelling for commonly used sight words, including compound words and regular plurals. | Formerly 2.13h |
| i) Use commas in salutation and closing of a letter. | Formerly 2.13i |
| j) Use past and present verbs. | Formerly 2.13j. Added “past and present” and removed “and adjectives correctly in sentences” |
| k) Use adjectives correctly. | Formerly 2.13j. Revised from “Use verbs and adjectives correctly in sentences” |

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| **2017 Grade 2 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| New Strand: Research | |

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| 2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product. | A Research Strand was added to Grade 1 for K-12 alignment.  New content |
| 1. Generate topics of interest. | New content |
| 1. Generate questions to gather information. | New content |
| 1. Identify pictures, texts, people, or media as sources of information. | New content |
| 1. Find information from provided sources. | New content |

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| **2017 Grade 2 English Standards of Learning** | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| New Strand: Research | |

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| e) Organize information in writing or a visual display. | New content |
| f) Describe the difference between plagiarism and using own words. | New content |

| 2017 Grade 3 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| New Strand: Communication and Multimodal Literacies | |
| 3.1 The student will use effective communication skills in a variety of settings. | Removed “group activities” and added “a variety of settings” |
| a) Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing. | Revised from “Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said |
| 1. Present accurate directions to individuals and small groups. | New content |
| 1. Ask and respond to questions from teachers and other group members. | Formerly 3.1b |
| 1. Orally summarize information expressing ideas clearly. | Formerly 3.1c. Revised from “Explain what has been learned” to “Orally summarize information expressing ideas clearly” |

| 2017 Grade 3 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| New Strand: Communication and Multimodal Literacies | |
| 1. Use language appropriate for context and audience. | Formerly 3.1d. Added “and audience” |
| f) Increase listening and speaking vocabularies. | Formerly 3.1e |
| g) Participate in collaborative discussions. | New content |
| h) Work respectively with others in pairs, diverse groups, and whole class settings. | New content |
| 3.2 The student will give oral presentations. | Revised from “The student will present brief oral reports using visual media” |
| 1. Speak clearly using appropriate volume. | Formerly 3.2a and 3.2b |

| 2017 Grade 3 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| New Strand: Communication and Multimodal Literacies | |
| 1. Speak at an understandable rate. | Formerly 3.2c |
| 1. Make eye contact with the audience. | New content |
| 1. Organize ideas sequentially or around major points of information using appropriate facts and relevant details. | Added “using appropriate facts and relevant details” |
| 1. Use contextually appropriate language and specific vocabulary to communicate ideas. | - |
| f) Use multimodal tools to create presentations and enhance communication. | New content |

| 2017 Grade 3 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| 3.3 The student will apply word-analysis skills when reading. | - |
| 1. Use knowledge of regular and irregular vowel patterns. | - |
| 1. Decode regular multisyllabic words. | - |
| 3.4 The student will expand vocabulary when reading. | - |
| 1. Use knowledge of homophones. | - |
| 1. Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words. | Added “to determine the meaning of new words” |

| 2017 Grade 3 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| 1. Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words. | Added “to determine the meaning of new words” |
| 1. Use context to clarify meaning of unfamiliar words. | - |
| 1. Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. | - |
| 1. Use vocabulary from other content areas. | - |
| 1. Use word reference resources including the glossary, dictionary, and thesaurus. | - |

| 2017 Grade 3 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| 3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry. | Added “literary nonfiction” |
| 1. Set a purpose for reading. | - |
| 1. Make connections between reading selections. | Removed “previous experiences and” |
| 1. Make, confirm, and revise predictions. | Removed “or” and added “and” |
| 1. Compare and contrast settings, characters, and plot events. | Added “plot” |
| 1. Summarize plot events. | New content |
| 2017 Grade 3 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| 1. Identify the narrator of a story. | New content |
| 1. Ask and answer questions about what is read. | Formerly 3.5f |
| h) Draw conclusions using the text for support. | Formerly 3.5g. Removed “about”. Added “using the” and “for support” |
| 1. Identify the conflict and resolution. | Formerly 3.5h. Removed “problem and solution” and added “conflict and resolution” |
| 1. Identify the theme. | Formerly 3.5i. Removed “main idea” and added “theme” |
| 1. Use reading strategies to monitor comprehension throughout the reading process. | - |
| 2017 Grade 3 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| l) Differentiate between fiction and nonfiction. | - |
| 1. Read with fluency, accuracy, and meaningful expression. | Added “and meaningful expression” |
| 3.6 The student will read and demonstrate comprehension of nonfiction texts. | Removed “continue to” |
| 1. Identify the author’s purpose. | - |
| 1. Use prior and background knowledge as context for new learning. | - |

| 2017 Grade 3 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| 1. Preview and use text features including table of contents, headings, pictures, captions, maps, indices, and charts. | Formerly 3.7b. Added “including table of contents, headings, pictures, captions, maps, indices, and charts” |
| 1. Ask and answer questions about what is read using the text for support. | Added “using the text for support” |
| 1. Draw conclusions using the text for support. | Removed “based” and added “using the”. Removed “on” and added “for support” |
| 1. Summarize information found in nonfiction texts. | Removed “major points” and added “information” |
| 1. Identify the main idea. | - |
| 1. Identify supporting details. | - |
| 2017 Grade 3 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| 1. Use reading strategies to monitor comprehension throughout the reading process. | Formerly 3.6j |
| 1. Read with fluency, accuracy, and meaningful expression. | Added “and meaningful expression” |
| Strand: Writing | |
| 3.7 The student will write legibly in cursive. | Formerly 3.8 |
| 1. Write capital and lowercase letters of the alphabet. | New content |
| 1. Sign his/her first and last names. | New content |

| 2017 Grade 3 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Writing | |
| 3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository. | Formerly 3.9. Revised from “The student will write for a variety of purposes” |
| a) Engage in writing as a process. | New content |
| 1. Identify the intended audience. | Formerly 3.9a. Removed “the intended” and added “and purpose” |
| 1. Use a variety of prewriting strategies. | Formerly 3.9b |
| d) Use organizational strategies to structure writing according to type. | Formerly 3.9e. Revised from “Use strategies for organization of information and elaboration according to the type of writing” |
| 1. Write a clear topic sentence focusing on the main idea. | Formerly 3.9c |

| 2017 Grade 3 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Writing | |
| 1. Elaborate writing by including supporting details. | Formerly 3.9f. Revised from “Include details that elaborate the main idea” |
| 1. Use transition words to vary sentence structure. | Formerly 3.10b |
| 1. Express an opinion about a topic and provide fact-based reasons for support. | New content |
| i) Write a well-developed paragraph focusing on the main idea. | Formerly 3.9d. Added “well-developed” and removed “on the same topic”. Added “focusing on the main idea” |
| j) Revise writing for clarity of content using specific vocabulary and information. | Formerly 3.9g |

| 2017 Grade 3 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Writing | |
| 3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English. | Formerly 3.10. Removed “correct grammar” and added “Standard English” |
| 1. Use complete sentences. | Formerly 3.10a |
| 1. Use the word *I* in compound subjects. | Formerly 3.10c |
| 1. Use past and present verb tense. | Formerly 3.10d |
| d) Use adjectives correctly. | New content |
| 1. Use singular possessives. | Formerly 3.10e |

| 2017 Grade 3 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Writing | |
| 1. Use commas in a simple series. | Formerly 3.10f |
| 1. Use simple abbreviations. | Formerly 3.10g |
| 1. Use apostrophes in contractions with pronouns and in possessives. | Formerly 3.10h |
| 1. Use the articles *a*, *an*, and *the* correctly. | Formerly 3.10i |
| j) Use correct spelling, including irregular plurals. | Formerly 3.10j. Removed “for frequently used sight words” |
| k) Indicate paragraphing by indenting or skipping a line. | New content |

| 2017 Grade 3 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| New Strand: Research | |
| 3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product. | Formerly 3.7 and 3.11. Revised from “The student will write a short report” |
| 1. Construct questions about the topic. | Formerly 3.11a |
| 1. Access appropriate resources. | Formerly 3.11b. Added “access” and removed “identify” |
| 1. Collect and organize information about the topic. | Formerly 3.11c. Removed “into a short report” |
| 1. Evaluate the relevance of the information. | New content |

| 2017 Grade 3 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| New Strand: Research | |
| e) Avoid plagiarism and use own words. | Formerly 3.10e. Revised from “Understand the difference between plagiarism and using own words” to “Avoid plagiarism and use own words” |
| f) Demonstrate ethical use of the Internet. | New content |

| 2017 Grade 4 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| 4.1 The student will use effective oral communication skills in a variety of settings. | - |
| 1. Listen actively and speak using appropriate discussion rules. | New content |
| b) Contribute to group discussions across content areas. | - |
| 1. Orally summarize information expressing ideas clearly. | New content |
| 1. Ask specific questions to gather ideas and opinions from others. | Formerly 4.1c. Revised from “Seek ideas and opinions of others” |

| 2017 Grade 4 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| 1. Use evidence to support opinions and conclusions. | Formerly 4.1d. Added “and conclusions” |
| 1. Connect comments to the remarks of others. | New content |
| 1. Use specific vocabulary to communicate ideas. | Formerly 4.1e. Removed “grammatically correct language and” |
| 1. Demonstrate the ability to collaborate with diverse teams, while sharing the responsibility for the work. | Formerly 4.1g. Added “while sharing responsibility for the work” |
| i) Work respectfully with others, and show value for individual contributions. | New content |

| 2017 Grade 4 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| 4.2 The student will create and deliver multimodal, interactive presentations. | Revised from “The student will make and listen to oral presentations and reports |
| 1. Locate, organize, and analyze information from a variety of multimodal texts. | Formerly 4.2b and 4.2c |
| 1. Speak audibly with appropriate pacing. | New content |
| 1. Use language and style appropriate to the audience, topic, and purpose. | Formerly 4.2d |
| 1. Make eye contact with the audience. | New content |
| e) Ask and answer questions to gather or clarify information presented orally. | New content |
| 2017 Grade 4 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| 4.3 The student will learn how media messages are constructed and for what purposes. | - |
| 1. Differentiate between auditory, visual, and written media messages and their purposes. | Added “and their purposes” |
| b) Compare and contrast how ideas and topics are depicted in a variety of media and formats. | New content |
| Strand: Reading | |
| 4.4 The student will expand vocabulary when reading. | - |
| 1. Use context to clarify meanings of unfamiliar words. | - |

| 2017 Grade 4 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| 1. Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. | Added “to determine the meaning of new words” |
| 1. Use word-reference materials. | Removed “glossary, dictionary, and thesaurus” |
| 1. Use vocabulary from other content areas. | Formerly 4.4e |
| 1. Develop and use general and specialized vocabulary through speaking, listening, reading, and writing. | Formerly 4.4d. Revised from “Develop vocabulary by listening to and reading a variety of texts” |
| 4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry. | Removed “narrative” and added “literary” |

| 2017 Grade 4 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| 1. Describe how the choice of language, setting, and characters contributes to the development of plot. | Formerly 4.5b. Removed “and information” and added “development of plot”. Removed “author’s purpose” |
| 1. Identify the theme(s). | New content |
| 1. Summarize events in the plot. | Formerly 4.5d. Removed “supporting details” and added “events in the plot” |
| 1. Identify genres. | New content |
| 1. Identify the narrator of a story and the speaker of a poem. | New content |

| 2017 Grade 4 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| f) Identify the conflict and resolution. | Formerly 4.5e. Removed “problem and solution” and added “conflict and resolution” |
| 1. Identify sensory words. | - |
| 1. Draw conclusions/make inferences about text using the text as support. | Added “using the text as support” |
| i) Compare/contrast details in literary and information nonfiction texts. | New content |
| 1. Identify the narrator of a story and the speaker of a poem. | New content |

| 2017 Grade 4 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| 1. Use reading strategies throughout the reading process to monitor comprehension. | - |
| l) Read with fluency, accuracy, and meaningful expression. | Added “meaningful expression” |
| 4.6 The student will read and demonstrate comprehension of nonfiction texts. | - |
| a) Use text features such as type, headings, and graphics, to predict and categorize information | Removed “structures” and added “features”. Removed “in both print and digital texts” |
| b) Explain the author’s purpose. | Formerly 4.6c |
| c) Identify the main idea. | Formerly 4.6d |
| 2017 Grade 4 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| d) Summarize supporting details. | Formerly 4.6e |
| e) Draw conclusions and make inferences using textual information as support. | Formerly 4.6f. Removed “simple” |
| f) Distinguish between cause and effect. | Formerly 4.6g |
| g) Distinguish between fact and opinion. | Formerly 4.6h |
| h) Use reading strategies throughout the reading process to monitor comprehension. | Formerly 4.6k |

| 2017 Grade 4 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| i) Read with fluency, accuracy, and meaningful expression. | Formerly 4.6l. Added “and meaningful expression” |
| Strand: Writing | |
| 4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository. | Revised from “The student will write cohesively for a varity of purposes” |
| a) Engage in writing as a process. | New content |
| b) Select audience and purpose. | Formerly 4.7a. Added “select” and removed “identify intended”. Added “and purpose” |
| c) Narrow the topic. | Formerly 4.7b. Revised from “Focus on one aspect of a topic” to “Narrow the topic” |

| 2017 Grade 4 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Writing | |
| d) Use a variety of prewriting strategies. | Formerly 4.7c |
| e) Recognize different forms of writing have different patterns of organization. | Removed “modes” and added “forms” |
| f) Organize writing to convey a central idea. | Formerly 4.7d |
| g) Write a clear topic sentence focusing on the main idea. | Formerly 4.7f |
| h) Write related paragraphs on the same topic. | Formerly 4.7g. Removed “two or more” |

| 2017 Grade 4 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Writing | |
| i) Elaborate writing by including details to support the purpose. | Formerly 4.7k. Revised from “Include supporting details that elaborate the main idea” |
| j) Express an opinion about a topic and provide fact-based reasons for support. | New content |
| k) Use transition words and prepositional phrases for sentence variety. | Formerly 4.7h and 4.8b. Added “and prepositional phrases” |
| l) Utilize elements of style, including word choice and sentence variation. | Formerly 4.7i |
| m) Revise writing for clarity of content using specific vocabulary and information. | Formerly 4.7j |

| 2017 Grade 4 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Writing | |
| 4.8 The student will self-and peer edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English. | Revised from “The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing” |
| a) Use subject-verb agreement. | - |
| b) Eliminate double negatives. | Formerly 4.8c |
| c) Use noun-pronoun agreement. | Formerly 4.8d |
| d) Use commas in series, dates, and addresses. | Formerly 4.8e |
| e) Correctly use adjectives and adverbs. | Formerly 4.8f. Removed “incorporate” and added “correctly use” |
| 2017 Grade 4 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Writing | |
| f) Use quotation marks with dialogue. | New content |
| g) Use correct spelling including common homophones. | Removed “for frequently used words” |
| h) Use singular possessives. | - |
| Strand: Research | |
| 4.9 The student will demonstrate comprehension of information resources to create a research product. | Removed “research a topic” and added “create a research product” |
| a) Construct questions about a topic. | - |

| 2017 Grade 4 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Research | |
| b) Collect and organize information from multiple resources. | Added “and organize” and removed “including online, print, and media” |
| c) Evaluate the relevance and reliability of information. | Revised from “Use technology as a tool to organize, evaluate, and communicate information” |
| d) Give credit to sources used in research. | - |
| e) Avoid plagiarism and use own words. | Removed “understand the difference between” and added “avoid”. Removed “using” and added “use” |
| f) Demonstrate ethical use of the Internet. | New content |

| 2017 Grade 5 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| 5.1 The student will use effective oral communication skills in a variety of settings. | Revised from “The student will listen, draw conclusions, and share responses in subject-related group learning activities” ~~to~~ |
| a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. | New content |
| b) Participate in and contribute to discussions across content areas. | Formerly 5.1a |
| c) Summarize information gathered in group activities. | - |
| d) Orally express ideas clearly in pairs, diverse groups, and whole class settings. | Revised from “Communication new ideas to others” |

| 2017 Grade 5 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| e) Use evidence to support opinions and conclusions. | New content |
| f) Summarize the main points a speaker makes, and connect comments to the remarks of others. | New content |
| g) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work. | Formerly 5.1e. Added “while sharing responsibility for the work” |
| h) Work respectfully with others and show value for individual contributions. | New content |
| 5.2 The student will create multimodal presentations that effectively communicate ideas. | Revised from “The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations” |

| 2017 Grade 5 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| a) Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal interactive presentations. | Formerly 5.2 and new content |
| b) Maintain eye contact with listeners. | Formerly 5.2a |
| c) Organize content sequentially around major ideas. | Formerly 5.2f |
| d) Use language and style appropriate to the audience, topic, and purpose. | Formerly 5.2i |
| e) Ask and answer questions to gather or clarify information presented orally. | New content |

| 2017 Grade 5 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| 5.3 The student will learn how media messages are constructed and for what purposes. | - |
| a) Identify the purpose and audience of auditory, visual, and written media messages. | Revised from “Differentiate between auditory, visual, and written media messages” |
| b) Identify the characteristics and effectiveness of a variety of media messages. | - |
| c) Compare and contrast techniques used in a variety of media messages. | New content |

| 2017 Grade 5 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| 5.4 The student will expand vocabulary when reading. | - |
| a) Use context to clarify meaning of unfamiliar words and phrases. | - |
| b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. | - |
| c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. | Added “to determine the meaning of new words” |
| d) Identify an author’s use of figurative language. | - |
| e) Use word-reference materials. | Removed “dictionary, glossary, thesaurus, and other” |
| 2017 Grade 5 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| f) Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing. | Formerly 5.4f and 5.4g |
| 5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry. | Removed “narrative” and added “literary” |
| a) Summarize plot events using details from the text. | Formerly 5.5h. Removed “from” and added “using”. Removed “supporting” |
| b) Discuss the impact of setting on plot development. | New content |
| c) Describe character development. | Formerly 5.5b |
| d) Identify theme(s). | Formerly 5.5g. Removed “main idea” and added “theme(s)” |
| 2017 Grade 5 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| e) Explain the resolution of conflict(s). | Formerly 5.5c. Removed “Describe the development of plot and” |
| f) Identify genres. | New content |
| g) Differentiate between first and third person point-of-view. | Formerly 5.5f. Revised from “Identify and ask questions that clarify various points of view” |
| h) Differentiate between free verse and rhymed poetry. | Formerly 5.5d. Revised from “Describe the characteristics of free verse, rhymed, and patterned poetry” |
| i) Explain how an author’s choice of vocabulary contributes to the author’s style. | Formerly 5.5e |
| j) Draw conclusions and make inferences with support from the text. | Formerly 5.5i. Added “with support” and “the” |
| 2017 Grade 5 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| k) Identify cause and effect relationships. | Formerly 5.5j |
| l) Compare/contrast details in literary and informational nonfiction texts. | New content |
| m) Use reading strategies throughout the reading process to monitor comprehension. | Formerly 5.5l |
| 5.6 The student will read and demonstrate comprehension of nonfiction texts. | - |
| a) Use text features such as type, headings, and graphics, to predict and categorize information. | Removed “organizers” and added “features”. Removed “in both print and digital texts” |

| 2017 Grade 5 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| b) Skim materials to develop a general overview of content and to locate specific information. | Formerly 5.6c |
| c) Identify the main idea. | Formerly 5.6d. Removed “in nonfiction texts” |
| d) Summarize supporting details. | Formerly 5.6e. Removed “in nonfiction texts” |
| e) Identify organizational pattern(s). | Formerly 5.6f. Revised from “Identify structural patterns found in nonfiction” |
| f) Identify transitional words and phrases that signal an author’s organizational pattern. | New content |
| g) Locate information from the text to support opinions, inferences, and conclusions. | Added “from the text” and “inferences”. Removed “predictions” |
| 2017 Grade 5 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| h) Identify cause and effect relationships. | Removed “following transition words signaling the pattern” |
| i) Differentiate between fact and opinion. | - |
| j) Compare and contrast details and ideas within and between texts. | Revised from “Identify, compare, and contrast relationships” |
| k) Use reading strategies throughout the reading process to monitor comprehension. | Formerly 5.6l |
| Strand: Writing | |
| 5.7 The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive. | Revised from “The student will write for a variety of purposes: describe, to inform, to entertain, to explain, and to persuade” |

| 2017 Grade 5 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Writing | |
| a) Engage in writing as a process. | New content |
| b) Select audience and purpose. | Formerly 5.7a. Added “select” and removed “identify intended”. Added “and purpose” |
| c) Use a variety of prewriting strategies. | Formerly 5.7b |
| d) Introduce and develop a topic, incorporating evidence and supporting details. | Formerly 5.7i. Revised from “Include supporting details that elaborate the main idea” |
| e) Organize information to convey a central idea. | Formerly 5.7c |

| 2017 Grade 5 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Writing | |
| f) Recognize different modes of writing have different patterns of organization including story structure for narrative writing. | New content |
| g) Write a clear topic sentence focusing on the main idea. | Formerly 5.7d |
| h) Clearly state a position including supporting reasons and evidence to persuade the intended audience. | New content |
| i) Write multiparagraph compositions. | Formerly 5.7e |
| j) Use precise and descriptive vocabulary to create tone and voice. | Formerly 5.7f |

| 2017 Grade 5 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Writing | |
| k) Vary sentence structure by using transition words and prepositional phrases. | Formerly 5.7g. Added “and prepositional phrases” |
| l) Revise writing for clarity of content using specific vocabulary and information. | Formerly 5.7h. Added “writing” |
| 5.8 The student will self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English. | Added “self- and peer” and removed “correct grammar”. Added “and Standard English” |
| a) Use plural possessives. | - |
| b) Use adjective and adverb comparisons. | - |

| 2017 Grade 5 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Writing | |
| c) Use interjections. | Removed “identify and” |
| d) Use prepositional phrases. | New content |
| e) Use quotation marks with dialogue. | - |
| f) Use commas to indicate interrupters, items in a series, and to indicate direct address. | Added “items in a series, and to indicate direct address” |
| g) Use a hyphen to divide words at the end of a line. | - |
| h) Edit for fragments and run-on sentences. | - |
| 2017 Grade 5 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Writing | |
| i) Eliminate double negatives. | - |
| j) Use correct spelling of commonly used words. | - |
| k) Use coordinating conjunctions. | Removed “identify and”. Added “coordinating” |
| Strand: Research | |
| 5.9 The student will find, evaluate, and select appropriate resources to create a research product. | Added “to create” and removed “for” |
| a) Construct questions about a topic. | - |

| 2017 Grade 5 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Research | |
| b) Collect and organize information from multiple resources. | Added “and organize”. Removed “including online, print, and media” |
| c) Evaluate the relevance, reliability, and credibility of information. | Revised from “Use technology as a tool to research, organize, evaluate, and communicate information” |
| d) Give credit to sources used in research. | Formerly 5.9f |
| e) Avoid plagiarism and use own words. | Formerly 5.9g. Revised from “Define the meaning and consequences of plagiarism” |
| f) Demonstrate ethical use of the Internet. | New content |

| 2017 Grade 6 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| 6.1 The student will use effective oral communication skills in a variety of settings. | Removed “participate in and contribute to small group activities.” Added “ use effective oral communication skills in a variety of settings.” |
| a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. | New content |
| b) Participate as a facilitator and a contributor in a group. | Formerly 6.1a; changed “Communicate” to “Participate.” Added “facilitator.” Removed “leader.” Added “in a group.” |
| c) Participate in collaborative discussions with partners building on others’ ideas. | New content |
| d) Ask questions to clarify the speaker’s purpose and perspective. | New content |

| 2017 Grade 6 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| e) Summarize the main points a speaker makes. | New content |
| f) Summarize and evaluate group activities. | Formerly 6.1c |
| g) Analyze the effectiveness of participant interactions. | Formerly 6.1d |
| h) Evaluate own contributions to discussions. | Formerly 6.1b |
| i) Demonstrate the ability to collaborate with diverse teams. | New content |
| j) Work respectfully with others and show value for individual contributions. | New content |

| 2017 Grade 6 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| 6.2. The student will create multimodal presentations that effectively communicate ideas. | Revised from “The student will present, listen critically, and express opinions in oral presentations” |
| a) Use effective verbal and nonverbal communication skills to deliver multimodal presentations. | New content |
| b) Use language and vocabulary appropriate to audience, topic, and purpose. | Formerly 6.2e |
| c) Give collaborative and individual formal and informal interactive presentations. | New content |
| d) Paraphrase and summarize key ideas of a presentation. | Removed “what is heard.” Added “key ideas of a presentation” |
| 2017 Grade 6 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| 6.3 The student will determine the purpose of media messages and examine how they are constructed. | Removed “understand the elements of media literacy” and added “determine the purpose of media messages and examine how they are constructed” |
| a) Compare and contrast techniques used in a variety of media messages. | Revised from, “compare and contrast auditory, visual, and written media messages” |
| b) Identify the characteristics and effectiveness of a variety of media messages. | - |
| c) Interpret information presented in diverse media formats and explain how it contributes to the topic. | New content |
| d) Craft and publish audience-specific media messages. | Formerly 6.3c |

| 2017 Grade 6 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| 6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts. | Removed “learn” and added “determine” |
| a) Identify word origins and derivations. | - |
| b) Use roots, affixes, synonyms, and antonyms to expand vocabulary. | Removed “cognates” |
| c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. | - |
| d) Identify and analyze the construction and impact of figurative language. | Added “the construction and impact of” |
| e) Use word-reference materials. | - |
| 2017 Grade 6 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. | Removed “specialized” and added “cross-curricular” |
| 6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry. | Removed “narrative” and added “literary” |
| a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. | - |
| b) Describe cause and effect relationships and their impact on plot. | Formerly 6.5d |
| c) Explain how an author uses character development to drive conflict and resolution. | Formerly 6.5g. Revised from “Explain how character and plot development are used in a selection to support a central conflict or story line” |
| d) Differentiate between first and third person point-of-view. | New content |

| 2017 Grade 6 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| e) Describe how word choice and imagery contribute to the meaning of a text. | Formerly 6.5c |
| f) Draw conclusions and make inferences using the text for support. | Removed “Use information in the text to.” Added “using the text for support” |
| g) Identify the characteristics of a variety of genres. | New content |
| h) Identify and analyze the author’s use of figurative language. | Formerly 6.5j |
| i) Compare/contrast details in literary and informational nonfiction texts. | New content |

| 2017 Grade 6 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| j) Identify transitional words and phrases that signal an author’s organizational pattern. | Formerly 6.5k |
| k) Use reading strategies to monitor comprehension throughout the reading process. | Formerly 6.5l |
| 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. | - |
| a) Skim materials using text features such as type, headings, and graphics to predict and categorize information. | Added “skim materials using” and removed “use” and “structures”, added “features”, and removed “in both print and digital texts” |
| b) Identify main idea. | Formerly 6.6g |
| c) Summarize supporting details. | Formerly 6.6h |
| 2017 Grade 6 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| d) Create an objective summary including main idea and supporting details. | New content |
| e) Draw conclusions and make inferences based on explicit and implied information. | - |
| f) Identify the author’s organizational pattern(s). | Formerly 6.6j; Added (s) to pattern |
| g) Identify transitional words and phrases that signal an author’s organizational pattern. | New content |
| h) Differentiate between fact and opinion. | Formerly 6.6f |
| i) Identify cause and effect relationships. | Formerly 6.6k |
| 2017 Grade 6 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| j) Analyze ideas within and between selections providing textual evidence. | Formerly 6.6i; Revised from “Compare and contrast information about one topic, which may be contained in a different selection” |
| k) Use reading strategies to monitor comprehension throughout the reading process. | Formerly 6.6l |
| Strand: Writing | |
| 6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing. | Revised from “The student will write narration, description, exposition, and persuasion” |
| a) Engage in writing as a recursive process. | New content |
| b) Choose audience and purpose. | Formerly 6.7a; Added “choose” and removed “identify” |
| 2017 Grade 6 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Writing | |
| c) Use a variety of prewriting strategies to generate and organize ideas. | Formerly 6.7b and removed “including graphic organizers” |
| d) Organize writing to fit mode or topic. | Formerly 6.7c |
| e) Write narratives to include characters, plot, setting, and point of view. | New content |
| f) Establish a central idea incorporating evidence and maintaining an organized structure. | Formerly 6.7d; Removed “and organization” and added, “incorporating evidence and maintaining an organized structure” |
| g) Compose a thesis statement for expository and persuasive writing. | Formerly 6.7e; Removed “topic sentence or” and “if appropriate” and added, “for expository and persuasive writing” |

| 2017 Grade 6 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Writing | |
| h) Write multiparagraph compositions with elaboration and unity. | Formerly 6.7f |
| i) Use transition words and phrases. | New content |
| j) Select vocabulary and information to enhance the central idea, tone, and voice. | Formerly 6.7g |
| k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. | Formerly 6.7h |
| l) Revise writing for clarity of content including specific vocabulary and information. | Formerly 6.7i; Removed “sentences” and added “writing” |

| 2017 Grade 6 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Writing | |
| 6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. | Added “ self-and peer”, removed “correct grammar.” Removed “and” and added “and Standard English” |
| a) Use subject-verb agreement with intervening phrases and clauses. | Formerly 6.8b |
| b) Use pronoun-antecedent agreement to include indefinite pronouns. | Formerly 6.8c |
| c) Maintain consistent verb tense across paragraphs. | Formerly 6.8d |
| d) Eliminate double negatives. | Formerly 6.8e |

| 2017 Grade 6 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Writing | |
| e) Use quotation marks with dialogue. | Formerly 6.8f |
| f) Choose adverbs to describe verbs, adjectives, and other adverbs. | Formerly 6.8g |
| g) Use correct spelling for frequently used words. | Formerly 6.8h |
| h) Use subordinating and coordinating conjunctions. | New content |
| Strand: Research | |
| 6.9 The student will find, evaluate, and select appropriate resources to create a research product. | Added “to create” and removed “for” |

| 2017 Grade 6 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Research | |
| a) Formulate and revise questions about a research topic. | New content |
| b) Collect and organize information from multiple sources. | Formerly 6.9a; Added “and organize” and removed “including online, print, and media” |
| c) Evaluate and analyze the validity and credibility of sources. | Formerly 6.9b; Added “and analyze” and “credibility of sources” and removed “authenticity” and “of texts” |
| d) Cite primary and secondary sources. | - |
| e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information. | Removed, “Define the meaning and consequences of plagiarism” and added “avoid plagiarism by using own words” |
| f) Demonstrate ethical use of the Internet. | New content |
| 2017 Grade 7 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| 7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. |  |
| a) Use a variety of strategies to listen actively and speak using agreed upon discussion rules with awareness of verbal and nonverbal cues. | Formerly 7.1e and new content |
| b) Clearly communicate ideas and information orally in an organized and succinct manner. | Formerly 7.1a; Added “clearly” |
| c) Ask probing questions to seek elaboration and clarification of ideas. | Formerly 7.1b |
| d) Participate in collaborative discussions with partners building on others’ ideas. | New content |

| 2017 Grade 7 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| e) Make statements to communicate agreement or tactful disagreement with others’ ideas. | Formerly 7.1c |
| f) Use language and style appropriate to audience, topic, and purpose. | Formerly 7.1d |
| g) Give formal and informal presentations in a group or individually, providing evidence to support a main idea. | New content |
| h) Work effectively and respectfully within diverse groups. | New content |
| i) Exhibit willingness to make necessary compromises to accomplish a goal. | New content |
| j) Share responsibility for collaborative work. | New content |
| 2017 Grade 7 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| 7.2 The student will create multimodal presentations both individually and in a group that effectively communicate ideas. | Removed “The student will identify and demonstrate the relationship between a speaker’s verbal and nonverbal messages” and added “The student will create multimodal presentation both individually and in a group that effectively communicate ideas” |
| a) Select, organize, and create content to complement and extend meaning for a selected topic. | New content |
| b) Use effective verbal and nonverbal communication skills to deliver multimodal presentations. | Formerly 7.2a and 7.2b and added “to deliver multimodal presentations” |
| c) Use language and vocabulary appropriate to audience, topic, and purpose. | New content |
| d) Paraphrase and summarize a speaker’s key ideas. | New content |

| 2017 Grade 7 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| 7.3 The student will examine the elements of media literacy. | Removed “understand” and added “examine” |
| a) Identify persuasive/informative techniques used in media. | Removed “nonprint” and “including television, radio, video, and Internet” |
| b) Distinguish between fact and opinion, and between evidence and inference. | - |
| c) Describe how word choice, visual images, and sound convey a viewpoint. | Removed “and” and “and auditory” and added “and sound” |
| d) Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages. | Added “effectiveness of” |
| e) Craft and publish audience-specific media messages. | - |
| 2017 Grade 7 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| 7.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts. | Added “and.” Removed “to.” Removed “and pronunciations” |
| a) Identify word origins and derivations. | - |
| b) Use roots, affixes, synonyms, and antonyms to expand vocabulary. | Removed “cognates” |
| c) Identify and analyze the construction and impact of figurative language. | Added “the construction and impact of” |
| d) Identify connotations. | - |
| e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. | - |
| 2017 Grade 7 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| f) Use word-reference materials to determine meanings and etymology. | New content |
| g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. | Formerly 7.4f; Removed “specialized.” Added “cross-curricular” |
| 7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama. | Removed “narrative” and added “literary.” Removed “and” and added “and drama” |
| a) Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other. | Removed “structure.” Added “and how they influence each other” |
| b) Identify and explain the theme(s). | Formerly 7.5h; Added “and explain.” Removed “main idea.” Added “theme(s)” |

| 2017 Grade 7 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| c) Identify cause and effect relationships and their impact on plot. | Formerly 7.5k; Added “and their impact on plot” |
| d) Differentiate between first and third person point-of-view. | New content |
| e) Identify elements and characteristics of a variety of genres. | Formerly 7.5c; Removed “conventional” |
| f) Compare and contrast various forms and genres of fictional text. | Formerly 7.5b |
| g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author’s style. | Formerly 7.5d and added “in an author’s style” |
| h) Compare/contrast details in literary and informational nonfiction texts. | New content |
| 2017 Grade 7 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| i) Make inferences and draw conclusions based on the text. | Formerly 7.5g |
| j) Use reading strategies to monitor comprehension throughout the reading process. | Formerly 7.5l |
| 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. | - |
| a) Skim materials using text features including type, headings, and graphics to predict and categorize information. | Formerly 7.6b; Added “skim materials using.” Removed “use” and “structures.” Added “features including type, headings, and graphics to predict and categorize information” and removed “to aid comprehension” |
| b) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases. | Formerly 7.6c |
| c) Make inferences and draw logical conclusions using explicit and implied textual evidence. | Revised from “Draw conclusions and make inferences on explicit and implied textual information” |
| 2017 Grade 7 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| d) Differentiate between fact and opinion. | Formerly 7.6e |
| e) Identify the source, viewpoint, and purpose of texts. | Formerly 7.6f |
| f) Describe how word choice and language structure convey an author’s viewpoint. | Formerly 7.6g |
| g) Identify the main idea. | Formerly 7.6h |
| h) Summarize text identifying supporting details. | Formerly 7.6i |
| i) Create an objective summary including main idea and supporting details. | New content |
| 2017 Grade 7 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| j) Identify cause and effect relationships. | - |
| k) Organize and synthesize information for use in written and other formats. | Added “and other” |
| l) Analyze ideas within and between selections providing textual evidence. | New content |
| m) Use reading strategies to monitor comprehension throughout the reading process. | Formerly 7.6l |
| Strand: Writing | |
| 7.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing. | Revised from “The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion” |

| 2017 Grade 7 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |
| a) Engage in writing as a recursive process. | New content |
| b) Choose intended audience and purpose. | Formerly 7.7a. Removed “identify” and added “Choose.” Added “and purpose” |
| c) Use a variety of prewriting strategies to generate and organize ideas. | Formerly 7.7b. Removed “including graphic organizers” |
| d) Organize writing structure to fit form or topic. | Formerly 7.7c and changed “mode” to “form” |
| e) Establish a central idea incorporating evidence, while maintaining an organized structure and a formal style. | Formerly 7.7d; Added “incorporating evidence while maintaining an organized structure and formal style” |

| 2017 Grade 7 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |
| f) Compose a thesis statement for persuasive writing that includes a position. | Formerly 7.7e and added “for persuasive writing that includes a position” |
| g) Clearly state a position and organize reasons and evidence, using credible sources. | New content |
| h) Distinguish between fact and opinion to support a position. | New content |
| i) Write multiparagraph compositions with elaboration and unity. | Formerly 7.7f; Added “elaboration and” and removed “elaborating the central idea” |
| j) Use transition words and phrases within and between paragraphs. | New content |
| k) Develop and modify the central idea, tone, and voice to fit the audience and purpose. | 7.8f Changed “Use a word processor” to “Use computer technology” |
| 2017 Grade 7 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |
| l) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. | - |
| m) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. | - |
| n) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. | - |
| 7.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. | Added “self-and peer.” Removed “correct grammar” and “and.” Added “and Standard English” |
| a) Choose appropriate adjectives and adverbs to enhance writing. | Formerly 7.8b |
| b) Use pronoun-antecedent agreement to include indefinite pronouns. | Formerly 7.8c |
| 2017 Grade 7 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |
| c) Use subject-verb agreement with intervening phrases and clauses. | Formerly 7.8d |
| d) Edit for verb tense consistency and point of view. | Formerly 7.8e |
| e) Use quotation marks with dialogue and direct quotations. | Formerly 7.8g and added “and direct quotations” |
| f) Use correct spelling for commonly used words. | Formerly 7.8h |
| Strand: Research | |
| 7.9 The student will find, evaluate, and select appropriate resources to create a research product. | Revised from “The student will apply knowledge of appropriate reference materials to produce a research product” |

| 2017 Grade 7 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Research | |
| a) Formulate and revise questions about a research topic. | New content |
| b) Collect, organize, and synthesize information from multiple sources. | Formerly 7.9a; Removed “and.” Added “and synthesize.” Removed “including online, print and media” |
| c) Analyze and evaluate the validity and credibility of resources. | Formerly 7.9b; Added “credibility” and removed “authenticity” and “sources.” Added “resources” |
| d) Quote, summarize, and paraphrase information from primary and secondary sources using proper citations. | Added “Quote, summarize, and paraphrase information from.” Removed “Cite.” Added “using proper citations” |
| e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information. | Removed “Define the meaning and consequences of.” Added “Avoid” and “by using own words” |
| f) Demonstrate ethical use of the Internet. | New content |
| 2017 Grade 8 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| 8.1 The student will participate in, collaborate in, and report on small-group learning activities. | New content |
| a) Assume responsibility for specific group tasks and share responsibility for collaborative work within diverse teams. | Formerly 8.2g and new content |
| b) Exhibit willingness to make necessary compromises to accomplish a goal. | New content |
| c) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. | New content |
| d) Include all group members, and value individual contributions made by each group member. | New content |
| e) Make statements to communicate agreement or tactful disagreement with others’ ideas. | New content |
| 2017 Grade 8 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. | Formerly 8.2h and new content |
| g) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. | Formerly 8.2h and new content |
| 8.2 The student will develop and deliver multimodal, interactive presentations collaboratively and individually. | Removed “oral presentations.” Added “multimodal, interactive presentations collaboratively.” Removed “in groups” |
| a) Select, organize, and create multimodal content that encompasses opposing points of view. | Revised from “Choose topic and purpose appropriate to the audience” |
| b) Choose vocabulary and tone appropriate to the audience, topic, and purpose. | - |

| 2017 Grade 8 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| c) Use effective verbal and nonverbal communication skills to deliver multimodal presentations. | Revised from “Use appropriate verbal and nonverbal presentation skills” |
| d) Cite information sources. | New content |
| e) Respond to audience questions and comments. | Formerly 8.2d |
| f) Differentiate between Standard English and informal language. | Formerly 8.2e |
| g) Evaluate presentations. | Formerly 8.2f ; Removed “Critique.” Added “Evaluate.” Removed “oral” |

| 2017 Grade 8 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| 8.3 The student will analyze, develop, and produce creative or informational media messages. | - |
| a) Analyze the purpose of information and persuasive techniques used in diverse media formats. | Revised from “Evaluate the persuasive/informational technique being used 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. | - |
| c) Use media and visual literacy skills to create products to express new understandings. | Removed “that.” Added “to” |
| d) Evaluate sources for relationships between intent and factual content. | - |

| 2017 Grade 8 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| e) Utilize multimedia to clarify information and emphasize differing points of view. | New content |
| f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s). | New content |
| g) Demonstrate the ethical use of the Internet when evaluating or producing creative or informational media messages. | New content |
| Strand: Reading | |
| 8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts. | ~~Vocabulary Standard~~  Removed “analogies.” |
| a) Identify and analyze the construction and impact of an author’s use of figurative language. | Added “the construction and impact of” |

| 2017 Grade 8 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. | - |
| c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary. | Removed “cognates” |
| d) Identify the meaning of common idioms. | New content |
| e) Use word-reference materials to determine meanings and etymology. | Formerly 8.4d; Revised from “Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words” |
| f) Discriminate between connotative and denotative meanings and interpret the connotation. | Formerly 8.4e |
| g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. | Formerly 8.4f; Removed “specialized” and added “cross-curricular” |
| 2017 Grade 8 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| 8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama. | Removed “narrative.” Added “literary.” Removed “and.” Added “and drama” |
| a) Analyze how authors’ development of characters, conflict, point of view, voice, and tone convey meaning. | Formerly 8.5c; Added “analyze.” Removed “Explain.” Removed “use” and added “development of.” Removed “to create” and added “convey” |
| b) Identify cause and effect relationships and their impact on plot. | Formerly 8.5k; Added “and their impact on plot” |
| c) Explain the development of the theme(s). | Formerly 8.5h; Added “Explain the development of the.” Removed “identify the main idea.” Added “theme(s)” |
| d) Explain the use of symbols and figurative language. | Formerly 8.5a |
| e) Make inferences and draw conclusions based on explicit and implied information using references to the text for support. | Formerly 8.5b; Removed “evidence from text” and added “references to the text for” |
| 2017 Grade 8 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| f) Identify and analyze characteristics within a variety of genres. | Formerly 8.5d; Added “identify and analyze” and removed “Understand the author’s use of conventional elements and” |
| g) Compare/contrast details in literary and informational nonfiction texts. | New content |
| h) Compare and contrast the authors’ use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts. | Formerly 8.5e; removed “author’s” and added “authors’” |
| i) Compare and contrast authors’ styles. | Formerly 8.5f |
| j) Use reading strategies to monitor comprehension throughout the reading process. | Formerly 8.5m |

| 2017 Grade 8 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| 8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. | - |
| a) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases. | Formerly 8.6i |
| b) Apply knowledge of text features and organizational patterns to analyze selections. | Formerly 8.6a; Revised from “Draw on background knowledge and knowledge of text structure to understand selections” |
| c) Skim materials to develop an overview or locate information. | New content |
| d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. | Formerly 8.6b |
| e) Analyze the author’s qualifications, viewpoint, word choice, and impact. | Formerly 8.6c; Added “word choice” |
| 2017 Grade 8 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| f) Analyze details for relevance and accuracy. | Formerly 8.6e |
| g) Differentiate between fact and opinion. | Formerly 8.6f |
| h) Identify the main idea. | Formerly8.6g |
| i) Summarize the text identifying supporting details. | Formerly 8.6h |
| j) Identify cause and effect relationships. | - |
| k) Evaluate, organize, and synthesize information for use in written and other formats. | Removed “oral” Added “other” |
| 2017 Grade 8 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| l) Analyze ideas within and between selections providing textual evidence. | New content |
| m) Use reading strategies to monitor comprehension throughout the reading process. | Formerly 8.6l |
| Strand: Writing | |
| 8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing. | Revised from “The student will write in a variety of forms, including narration, exposition, persuasion, and informational” |
| a) Engage in writing as a recursive process. | New content |
| b) Choose intended audience and purpose. | Formerly 8.7a; Added “Choose” and removed “identify” |
| 2017 Grade 8 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |
| c) Use prewriting strategies to generate and organize ideas. | Formerly 8.7b |
| d) Organize writing structure to fit form or topic. | New content |
| e) Establish a central idea incorporating evidence, maintaining an organized structure and formal style. | New content |
| f) Compose a thesis statement for persuasive writing that advocates a position. | New content |
| g) Clearly state and defend a position with reasons and evidence, from credible sources. | New content |
| h) Identify a counterclaim and provide a counter - argument. | New content |
| 2017 Grade 8 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |
| i) Distinguish between fact and opinion to support a position. | New content |
| j) Organize information to provide elaboration and unity. | Formerly 8.7d; Removed “details.” Added “information” and “provide.” Removed “elaborate.” Added “elaboration and.” Removed “the central idea and provide” |
| k) Develop and modify the central idea, tone, and voice to fit the audience and purpose. | Formerly 8.7e; Removed “select specific vocabulary and information for.” Added “develop and modify the central idea, tone, and voice to fit the” |
| l) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. | Formerly 8.7g |
| 8.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. | Added “self-and peer.” Removed “correct grammar” and “and”. Added “and Standard English” |
| a) Use and punctuate correctly varied sentence structures to include conjunctions and transition words. | Formerly 8.8b |
| 2017 Grade 8 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |
| b) Correctly use pronouns in prepositional phrases with compound objects. | Formerly 8.8c; Revised from “Choose the correct case and number for pronouns in prepositional phrases with compound objects” |
| c) Use a variety of sentence structures to infuse sentence variety in writing. | New content |
| d) Maintain consistent verb tense across paragraphs. | - |
| e) Use comparative and superlative degrees in adverbs and adjectives. | - |
| f) Use quotation marks with dialogue and direct quotations. | - |
| g) Use correct spelling for frequently used words. | - |
| 2017 Grade 8 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Research | |
| 8.9 The student will find, evaluate, select, and synthesize appropriate resources to produce a research product. | Removed “apply knowledge of appropriate reference materials.” Added “find, evaluate, select, and synthesize appropriate resources” |
| a) Formulate and revise questions about a research topic. | New content |
| b) Collect and synthesize information from multiple sources. | Formerly 8.9a; Removed “including online, print and media” |
| c) Evaluate and analyze the validity and credibility of resources. | Formerly 8.9b; Added “and analyze” and “credibility.” Removed “texts.” Added “resources” |
| d) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias. | Removed “make sense of” and added “analyze” |
| e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style. | - |
| 2017 Grade 8 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Research | |
| f) Quote, summarize and paraphrase research findings. | New content |
| g) Publish findings and respond to feedback. | Formerly 8.9f |
| h) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information. | Formerly 8.9g; Revised from “Define the meaning and consequences of plagiarism and follow the ethical and legal guidelines for gathering and using information” |
| i) Demonstrate ethical use of the Internet. | New content |

| 2017 Grade 9 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| 9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups. | Added “participate in, collaborate in, and.” Removed “planned oral.” Added “multimodal” and “both” |
| a) Make strategic use of multimodal tools. | New content |
| b) Credit information sources. | Formerly 9.1g |
| c) Use vocabulary appropriate to the topic, audience, and purpose. | Formerly 9.1d; Removed “grammatically correct language, including” |
| d) Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting. | New content |

| 2017 Grade 9 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| e) Assume responsibility for specific group tasks. | New content |
| f) Share responsibility for collaborative work. | Formerly 9.1l |
| g) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. | Formerly 9.1e and 9.1j and new content |
| h) Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member. | New content |
| i) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement. | New content |

| 2017 Grade 9 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| j) Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s). | Formerly 9.1f; Removed “and” and added “point of view, reasoning, and use of evidence and rhetoric” |
| k) Use self-reflection to evaluate one’s own role in preparation and participation in small-group activities. | New content |
| 9.2 The student will produce, analyze, and evaluate media messages. | Removed “auditory, visual, and written” |
| a) Analyze and interpret special effects used in media messages. | Removed “ including television, film, and Internet” |
| b) Determine the purpose of the media message and its effect on the audience. | - |

| 2017 Grade 9 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| c) Analyze the purpose of information and persuasive techniques used in diverse media formats. | New content |
| d) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s). | New content |
| e) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations. | New content |
| f) Describe possible cause and effect relationships between mass media coverage and public opinion trends. | Formerly 9.2c |
| g) Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content. | Formerly 9.2d; Added “political cartoons” |
| h) Monitor, analyze, and use multiple streams of simultaneous information. | Formerly 9.2e |

| 2017 Grade 9 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages. | 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. | - |
| a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words. | Added “, and” and removed “and cognate” |
| b) Use context, structure, and connotations to determine meanings of words and phrases. | - |
| c) Discriminate between connotative and denotative meanings and interpret the connotation. | - |

| 2017 Grade 9 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| d) Identify the meaning of common idioms. | - |
| e) Explain the meaning of literary and classical allusions and figurative language in text. | Added “Explain the meaning of” and removed “Identify” |
| f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. | Removed “specialized” and added “cross-curricular” and “listening” |
| 9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama. | Removed “literary” and added “fictional.” Removed “narrative” and added “literary” |
| a) Identify the characteristics that distinguish literary forms. | Formerly 9.4c |

| 2017 Grade 9 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. | Formerly 9.4e |
| c) Interpret how themes are connected across texts. | New content |
| d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion. | Formerly 9.4d and 9.4f |
| e) Analyze the cultural or social function of a literary text. | Formerly 9.4g |
| f) Explain the relationship between the author’s style and literary effect. | Formerly 9.4h |
| g) Explain the influence of historical context on the form, style, and point of view of a written work. | Formerly 9.4i |
| 2017 Grade 9 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| h) Compare and contrast authors’ use of literary elements within a variety of genres. | Formerly 9.4j; Removed “author’s” and added “authors’.” |
| i) Analyze how the author’s specific word choices and syntax impact the author’s purpose. | Formerly 9.4k; Removed “an” and added “the.” Removed “achieve special effects and” and added “impact.” Removed “support” |
| j) Make inferences and draw conclusions using references from the text(s) for support. | Formerly 9.4l; Revised from “Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension” |
| k) Compare/contrast details in literary and informational nonfiction texts. | New content |
| l) Use reading strategies to monitor comprehension throughout the reading process. | Formerly 9.4m |
| 9.5 The student will read and analyze a variety of nonfiction texts. | - |

| 2017 Grade 9 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts. | Formerly 9.5c; Revised from “Understand the purpose of text structures and use those features to locate information and gain meaning from texts” |
| b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. | Formerly 9.5h; Revised from “Draw conclusions and make inferences on explicit and implied information using textual support as evidence” |
| c) Analyze the author’s qualifications, viewpoint, and impact. | New content |
| d) Recognize an author’s intended purpose for writing and identify the main idea. | Formerly 9.5a |
| e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts. | Formerly 9.5b; Revised from “Summarize text relating supporting details” |
| f) Identify characteristics of expository, technical, and persuasive texts. | Formerly 9.5d |

| 2017 Grade 9 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Reading | |
| g) Identify a position/argument to be confirmed, disproved, or modified. | Formerly 9.5e |
| h) Evaluate clarity and accuracy of information. | Formerly 9.5f |
| i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product. | Formerly 9.5g and 9.5j; Added “organize.” Removed “or.” Added “or create a product” |
| j) Differentiate between fact and opinion and evaluate their impact. | Formerly 9.5i; Added “and evaluate their impact” |
| k) Analyze ideas within and between selections providing textual evidence. | New content |
| l) Use the reading strategies to monitor comprehension throughout the reading process. | Formerly 9.5k |
| 2017 Grade 9 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Writing | |
| 9.6 The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis. | Revised from “The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes” |
| a) Engage in writing as a recursive process. | New content |
| b) Plan, organize, and write for a variety of audiences and purposes. | Revised from “plan and organize writing to address a specific audience and purpose” |
| c) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style. | New content |
| d) Blend multiple forms of writing including embedding a narrative to produce effective essays. | New content |
| e) Communicate clearly the purpose of the writing using a thesis statement. | Formerly 9.6c; Removed “where appropriate” |

| 2017 Grade 9 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Writing | |
| f) Compose a thesis for persuasive writing that advocates a position. | New content |
| g) Clearly state and defend a position using reasons and evidence from credible sources as support. | New content |
| h) Identify counterclaims and provide counter - arguments. | New content |
| i) Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position. | New content |
| j) Use textual evidence to compare and contrast multiple texts. | New content |
| k) Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas. | Formerly 9.6f and 9.6g |

| 2017 Grade 9 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Writing | |
| l) Revise writing for clarity of content, accuracy, and depth of information. | Formerly 9.6h |
| 9.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. | Removed “correct grammar” and “and.” Added “and Standard English” |
| a) Use parallel structure across sentences and paragraphs. | Formerly 9.7b |
| b) Use appositives, main clauses, and subordinate clauses. | Formerly 9.7c |
| c) Use commas and semicolons to distinguish and divide main and subordinate clauses. | Formerly 9.7d |
| d) Distinguish between active and passive voice. | Formerly 9.7e |
| 2017 Grade 9 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Writing | |
| e) Use a variety of sentence structures to infuse sentence variety in writing. | New content |
| Strand: Research | |
| 9.8 The student will find, evaluate, and select credible resources to create a research product. | Removed “use print, electronic databases, online resources, and other media to access information.” Added “find, evaluate, and select credible resources.” |
| a) Verify the validity and accuracy of all information. | Formerly 9.8d |
| b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias. | Formerly 9.8e; Removed “Make sense of.” Added “Analyze” |
| c) Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims. | Revised from “Find, evaluate, and select appropriate sources to access information and answer questions” |

| 2017 Grade 9 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/ 2010 Standards |
| Strand: Research | |
| d) Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). | Formerly 9.8f and 9.8g; Added “for both quoted and paraphrased” Removed “of” |
| e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information. | Formerly 9.8h; Revised from “Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information” |
| f) Demonstrate ethical use of the Internet. | New content |

| 2017 Grade 10 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| 10.1 The student will make planned multimodal, interactive presentations collaboratively and individually. | New content; Removed “The student will participate in, collaborate in, and report on small group learning activities.” |
| a) Make strategic use of multimodal tools. | New content |
| b) Credit information sources. | New content |
| c) Demonstrate the ability to work effectively with diverse teams including setting rules and goals for group work such as coming to informal consensus, taking votes on key issues, and presenting alternate views. | Formerly 10.1e and 10.1f and new content |
| d) Assume responsibility for specific group tasks. | Formerly 10.1a |

| 2017 Grade 10 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| e) Include all group members and value individual contributions made by each group member. | New content |
| f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. | Formerly 10.1i; Added “and speak using appropriate discussion rules with awareness of verbal and nonverbal cues” |
| g) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement. | New content |
| h) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose. | Formerly 10.1d |
| i) Access, critically evaluate, and use information accurately to solve problems. | Formerly 10.1g |
| j) Use reflection to evaluate one’s own role and the group process in small-group activities. | Formerly 10.1h and 10.1k; Revised from “Evaluate one’s own role in preparation and delivery of oral reports” |

| 2017 Grade 10 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| k) Evaluate a speaker’s point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning. | New content |
| 10.2 The student will examine, analyze, and produce media messages. | Added “examine” and “and.” Removed “and examine, similarities and differences between visual and verbal” |
| a) Create media messages for diverse audiences. | New content |
| b) Credit information sources. | New content |
| c) Evaluate sources for relationships between intent, factual content, and opinion. | Formerly 10.2b; Removed “including advertisements, editorials, blogs, web sites, and other media” |
| d) Analyze the impact of selected media formats on meaning. | New content |

| 2017 Grade 10 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| e) Analyze the purpose of information and persuasive techniques used in diverse media formats. | New content |
| f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s). | New content |
| g) Describe possible cause and effect relationships between mass media coverage and public opinion trends. | New content |
| h) Monitor, analyze, and use multiple streams of simultaneous information. | New content |
| i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages. | New content |

| 2017 Grade 10 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| 10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. | - |
| a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words. | Added “and” and removed “and cognates” |
| b) Use context, structure, and connotations to determine meanings of words and phrases. | - |
| c) Discriminate between connotative and denotative meanings and interpret the connotation. | - |
| d) Explain the meaning of common idioms. | Removed “identify” and added “explain” |

| 2017 Grade 10 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| e) Explain the meaning of literary and classical allusions and figurative language in text. | Removed “identify” and added “explain the meaning of” |
| f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. | Removed “specialized” and added “cross-curricular” and “listening” |
| 10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras. | Added “literary” and removed “fictional” |
| a) Make inferences and draw conclusions using references from the text(s) for support. | Formerly 10.4b; Removed “predictions, draw” and added “and draw conclusions.” Removed “and connect prior knowledge to support reading comprehension.” Added “using references from the text(s) for support” |
| b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras. | Formerly 10.4c and 10.4i; Removed “explain.” Added “analyze the” |
| c) Interpret the cultural or social function of world and ethnic literature. | Formerly 10.4d; Removed “analyze” and added “interpret” and “world and ethnic” |
| 2017 Grade 10 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| d) Analyze universal themes prevalent in the literature of different cultures. | Formerly 10.4e; Removed “identify” and added “analyze” |
| e) Examine a literary selection from several critical perspectives. | Formerly 10.4f |
| f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes. | New content |
| g) Interpret how themes are connected within and across texts. | New content |
| h) Explain the influence of historical context on the form, style, and point of view of a literary text(s). | Formerly 10.4g |
| 1. Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text. | Formerly 10.4h and removed “achieve specific effects and support the author’s purpose” |
| 2017 Grade 10 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| j) Compare/contrast details in literary and informational nonfiction texts. | New content |
| k) Compare and contrast how literary devices convey a message and elicit a reader’s emotions. | Removed “rhyme, rhythm, sound, imagery, style, form, and other” |
| l) Compare and contrast character development in a play to characterization in other literary forms. | - |
| m) Use reading strategies to monitor comprehension throughout the reading process. | - |
| 10.5 The student will read, interpret, analyze, and evaluate nonfiction texts. | - |
| a) Analyze text features and organizational patterns to evaluate the meaning of texts. | Revised from “Identify text organization and structure” |
| 2017 Grade 10 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| b) Recognize an author’s intended audience and purpose for writing. | - |
| c) Skim materials to develop an overview and locate information. | Removed “manuals or informational sources” and added “materials to develop an overview.” Removed “to” |
| d) Compare and contrast informational texts for intent and content. | Added “for intent and content” |
| e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams. | - |
| f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence. | - |
| g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge. | - |

| 2017 Grade 10 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| h) Analyze ideas within and between selections providing textual evidence. | New content |
| i) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts. | New content |
| j) Use reading strategies throughout the reading process to monitor comprehension. | Formerly 10.5h |
| Strand: Writing | |
| 10.6 The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. | Revised from “The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis” |
| a) Engage in writing as a recursive process. | New content |

| 2017 Grade 10 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |
| b) Plan and organize writing to address a specific audience and purpose. | Formerly 10.6a; Removed “generate and gather” and “ideas for” |
| c) Adjust writing content, technique, and voice for a variety of audiences and purposes. | New content |
| d) Communicate clearly the purpose of the writing using a thesis statement. | New content |
| e) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style. | Revised from “Organize ideas into a logical sequence using transitions” |
| f) Compose a thesis statement for persuasive writing that advocates a position. | New content |
| g) Clearly state and defend a position using reasons and sufficient evidence from credible sources as support. | New content |
| 2017 Grade 10 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |
| h) Identify counterclaims and provide counter - arguments. | New content |
| i) Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented. | New content |
| j) Blend multiple forms of writing including embedding a narrative to produce effective essays. | New content |
| k) Elaborate ideas clearly through word choice. | Formerly 10.6c and removed “and vivid description” |
| l) Use textual evidence to compare and contrast multiple texts. | New content |
| m) Revise writing for clarity of content, accuracy, and depth of information. | Formerly 10.6f |

| 2017 Grade 10 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |
| n) Write and revise to a standard acceptable both in the workplace and in postsecondary education. | New content |
| 10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. | Removed “correct grammar” and “and.” Added “and Standard English” |
| a) Use parallel structure across sentences and paragraphs. | New content |
| b) Use complex sentence structure to infuse sentence variety in writing. | New content |
| c) Distinguish between active and passive voice. | Formerly 10.7a |
| d) Use colons correctly. | Formerly 10.7b; Removed “apply rules governing” and “of the.” Added “correctly” |

| 2017 Grade 10 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |
| e) Analyze the writing of others and suggest how writing might be improved. | Formerly 10.7e and 10.7g |
| Strand: Research | |
| 10.8 The student will find, evaluate, and select credible resources to create a research product. | Added “find, evaluate, and select credible resources” and removed “collect, evaluate, organize, and present information.” |
| a) Verify the accuracy, validity, and usefulness of information. | Formerly 10.8c |
| b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. | Formerly 10.8 d; “Removed “Make sense of information” and added “Analyze information” |
| c) Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims. | New content |
| 2017 Grade 10 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Research | |
| d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). | Formerly 10.8e |
| e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. | Formerly 10.8f |
| f) Demonstrate ethical use of the Internet. | New content |

| 2017 Grade 11 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| 11.1 The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually. | Revised from “The student will make informative and persuasive presentations” |
| a) Select and effectively use multimodal tools to design and develop presentation content. | Formerly 11.1g and new content |
| b) Credit information sources. | New content |
| c) Demonstrate the ability to work collaboratively with diverse teams. | Formerly 11.1h and new content |
| d) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement. | New content |
| e) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. | Formerly 11.1f and new content |

| 2017 Grade 11 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| f) Anticipate and address alternative or opposing perspectives and counterclaims. | Formerly 11.c and new content |
| g) Evaluate the various techniques used to construct arguments in multimodal presentations. | New content |
| h) Use vocabulary appropriate to the topic, audience, and purpose. | Formerly 11.1e; Removed “grammatically correct language, including” |
| i) Evaluate effectiveness of multimodal presentations. | 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. | - |
| a) Describe possible cause and effect relationships between mass media coverage and public opinion trends. | New content |

| 2017 Grade 11 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| b) Create media messages with a specific point of view. | New content |
| c) Evaluate media sources for relationships between intent and content. | Revised from “Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion” |
| d) Analyze the impact of selected media formats on meaning. | New content |
| e) Determine the author’s purpose and intended effect on the audience for media messages. | Formerly 11.2d |
| f) Manage, analyze, and synthesize multiple streams of simultaneous information. | New content |
| g) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages. | New content |

| 2017 Grade 11 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| 11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. | - |
| a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words. | Added “and” and removed “and cognates” |
| b) Use context, structure, and connotations to determine meanings of words and phrases. | - |
| c) Discriminate between connotative and denotative meanings and interpret the connotation. | - |
| d) Explain the meaning of common idioms. | Removed “identify.” Added “Explain” |
| e) Explain the meaning of literary and classical allusions and figurative language in text. | Removed “Identify” and added “explain the meaning” |

| 2017 Grade 11 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. | Removed “specialized” and added “cross-curricular” and “listening” |
| 11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. | ~~-~~ |
| a) Describe contributions of different cultures to the development of American literature. | - |
| b) Compare and contrast the development of American literature in its historical context. | - |
| c) Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres. | Removed “Discuss” and added “Analyze” and formerly 11.4i |
| d) Interpret the social or cultural function of American literature. | Removed “Analyze” and added “Interpret” |

| 2017 Grade 11 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| e) Analyze how context and language structures convey an author’s intent and viewpoint. | - |
| f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts . | New content |
| g) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader’s senses. | Formerly 11.4f; Removed “Explain.” Added “Interpret” and “and imagery.” Removed “a poem.” Added “poetry.” Removed “rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism.” Added “and appeal to the reader’s senses” |
| h) Evaluate how specific word choices, syntax, tone, and voice support the author’s purpose. | Removed “Explain” and added “Evaluate.” Removed “an author’s” |
| i) Analyze the use of dramatic conventions in American literature. | Formerly 11.4j; Removed “literary elements” and “including verbal, situational, and dramatic irony used” |

| 2017 Grade 11 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| j) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s). | Formerly 11.4k; Removed “before, during, and after reading texts.” |
| k) Compare/contrast literary and informational nonfiction texts. | New content |
| 11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. | Removed “and analyze” and added “interpret, analyze, and evaluate” and “including employment documents and technical writing” |
| a) Apply information from texts to clarify understanding of concepts. | Removed “Use” and added “Apply.” |
| b) Read and correctly interpret an application for employment, workplace documents, or an application for college admission. | Added “correctly interpret” and removed “follow directions to complete.” Added “for employment, workplace documents, or” and removed “for a scholarship, or for employment” |
| c) Analyze technical writing for clarity. | New content |

| 2017 Grade 11 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| d) Paraphrase and synthesize ideas within and between texts. | New content |
| e) Draw conclusions and make inferences on explicit and implied information using textual support. | Formerly 11.5d |
| f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions. | Formerly 11.5e; Added “multiple texts” and removed “two or more texts.” Removed “identify authors’ purpose and” |
| g) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing. | Formerly 11.5f; Removed “identify” and added “analyze.” Added “claims, counterclaims, and other evidence” |
| h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text. | Formerly 11.5g; Added “sarcasm” |
| i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s). | Formerly 11.5h; Added “about the text(s).” Removed “before, during and after reading texts” |

| 2017 Grade 11 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |
| 11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation. | Revised from “The student will write in a variety of forms with an emphasis on persuasion” |
| a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose. | Removed “Generate, gather, plan, and organize ideas for writing” |
| b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. | - |
| c) Organize claims, counterclaims, and evidence in a sustained and logical sequence. | Removed “ideas” and added “claims, counterclaims, and evidence.” Removed “manner” and added “sequence” |
| d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation. | Formerly 11.6d and 11.6e; Removed “content” and added “evidence” |

| 2017 Grade 11 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |
| e) Use words, phrases, clauses, and varied syntax to create a cohesive argument. | New content |
| f) Blend multiple forms of writing including embedding narratives to produce effective essays. | New content |
| g) Revise writing for clarity of content, accuracy and depth of information. | Formerly 11.6f |
| h) Write and revise to a standard acceptable both in the workplace and in postsecondary education. | Removed “correspondence” |
| 11.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. | Removed “correct grammar” and “and.” Added “and Standard English” |
| a) Use complex sentence structure to infuse sentence variety in writing. | New content |

| 2017 Grade 11 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |
| b) Use verbals and verbal phrases correctly to achieve sentence conciseness and variety. | Added “correctly” |
| c) Distinguish between active and passive voice. | - |
| Strand: Research | |
| 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product. | Added “credible” and removed “sources.” Added “resources” |
| a) Critically evaluate quality, accuracy, and validity of information. | Formerly 11.8d |
| b) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. | Formerly 11.8e |

| 2017 Grade 11 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Research | |
| c) Synthesize relevant information from primary and secondary sources and present it in a logical sequence. | Formerly 11.8f; Added “relevant information from primary and secondary sources.” Removed “information” and added “it” |
| d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). | Formerly 11.8g |
| e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. | Formerly 11.8j |
| f) Demonstrate ethical use of the Internet. | New content |

| 2017 Grade 12 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| 12.1The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually. | Revised from “The student will make a formal oral presentations in a group or individually” |
| a) Select and effectively use multimodal tools to design and develop presentation content. | New content |
| b) Credit information sources. | New content |
| c) Demonstrate the ability to work collaboratively with diverse teams. | New content |
| d) Anticipate and address alternative or opposing perspectives and counterclaims. | New content |

| 2017 Grade 12 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| e) Evaluate the various techniques used to construct arguments in multimodal presentations. | New content |
| f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. | New content |
| g) Critique effectiveness of multimodal presentations. | Formerly 12.1g and 12.1i; Added “multimodal” |
| 12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. | - |
| a) Describe possible cause and effect relationships between mass media coverage and public opinion trends. | New content |
| b) Evaluate media sources for relationships between intent and factual content. | Formerly 12.2a; Added “media” and removed “including advertisements, editorials, blogs, web sites, and other media.” Removed “and opinion” |

| 2017 Grade 12 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Communication and Multimodal Literacies | |
| c) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s). | New content |
| d) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations. | New content |
| e) Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content. | New content |
| f) Manage, analyze, and synthesize multiple streams of simultaneous information. | New content |
| g) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages. | New content |

| 2017 Grade 12 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. | - |
| a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words. | Added “and.” Removed “and cognates” |
| b) Use context, structure, and connotations to determine meanings of words and phrases. | - |
| c) Discriminate between connotative and denotative meanings and interpret the connotation. | - |
| d) Explain the meaning of common idioms, and literary and classical allusions in text. | Removed “Identify” and added “Explain” |
| e) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. | Removed “Expand” and added “Extend.” Removed “specialized” and added “cross-curricular” and “listening” |
| 2017 Grade 12 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| 12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures. | - |
| a) Compare and contrast the development of British literature in its historical context. | Also incorporates 12.4c and 12.4d |
| b) Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts. | New content |
| c) Compare/contrast details in literary and informational nonfiction texts. | New content |
| d) Interpret the social and cultural function of British literature. | Formerly 12.4e; Removed “Analyze” and added “Interpret.” |
| e) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader’s senses. | Revised from “Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme” |

| 2017 Grade 12 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| f) Compare and contrast traditional and contemporary poems from many cultures. | Formerly 12.4g |
| g) Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures. | Formerly 12.4h and 12.4i; Removed “Analyze” and added “Evaluate.” Removed “including character, scene, dialogue, and staging” and added “of plays from American, British, and other cultures.” |
| h) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s). | New content |
| 12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts. | Removed “and” and added “interpret” and “and evaluate” |
| a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s). | Added “Use critical thinking to” and “and.” Removed “synthesizing and critical thinking.” Added “about the text(s).” Removed “before, during, and after reading texts” |
| b) Identify and synthesize resources to make decisions, complete tasks, and solve specific problems. | Revised from “Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge” |

| 2017 Grade 12 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Reading | |
| c) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions. | Added “multiple texts” and removed “two or more texts” and “identify authors’ purpose and” |
| d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text. | - |
| e) Analyze false premises claims, counterclaims, and other evidencein persuasive writing. | Removed “Identify” and added “Analyze.” Added “claims, counterclaims, and other evidence” |
| Strand: Writing | |
| 12.6 The student will write in a variety of forms to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation. | Revised from “The student will develop expository and informational, analyses, and persuasive/argumentative writings” |
| a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose. | Revised from “Generate, gather, and organize ideas for writing to address a specific audience and purpose” |

| 2017 Grade 12 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |
| b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions. | - |
| c) Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence. | Revised from “Clarify and defend a position with precise and relevant evidence” |
| d) Blend multiple forms of writing including embedding a narrative to produce effective essays. | New content |
| e) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation. | Formerly 12.6d; Added “evidence” and removed “content” |
| f) Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented. | New content |
| g) Revise writing for clarity of content, depth of information and technique of presentation. | - |

| 2017 Grade 12 English Standards of Learning Crosswalk | |
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| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Writing | |
| h) Write and revise to a standard acceptable both in the workplace and in postsecondary education. | New content |
| i) Write to clearly describe personal qualifications for potential occupational or educational opportunities. | New content |
| 12.7 The student will self- and peer-edit writing for Standard English. | Added “self-and peer-edit writing for Standard English.” Removed “write, revise and edit writing” |
| a) Use complex sentence structure to infuse sentence variety in writing. | New content |
| b) Edit, proofread, and prepare writing for intended audience and purpose. | Formerly 12.7a |
| 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. | - |
| 2017 Grade 12 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Research | |
| 12.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product. | Removed “The student will write documented research papers” |
| a) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge. | Formerly 12.8b |
| b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias. | New content |
| c) Critically evaluate the accuracy, quality, and validity of the information. | - |
| d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). | Formerly 12.8e |
| e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. | Formerly 12.8h |
| 2017 Grade 12 English Standards of Learning Crosswalk | |
| 2017 STANDARDS | CHANGES/2010 Standards |
| Strand: Research | |
| f) Demonstrate ethical use of the Internet. | New content |