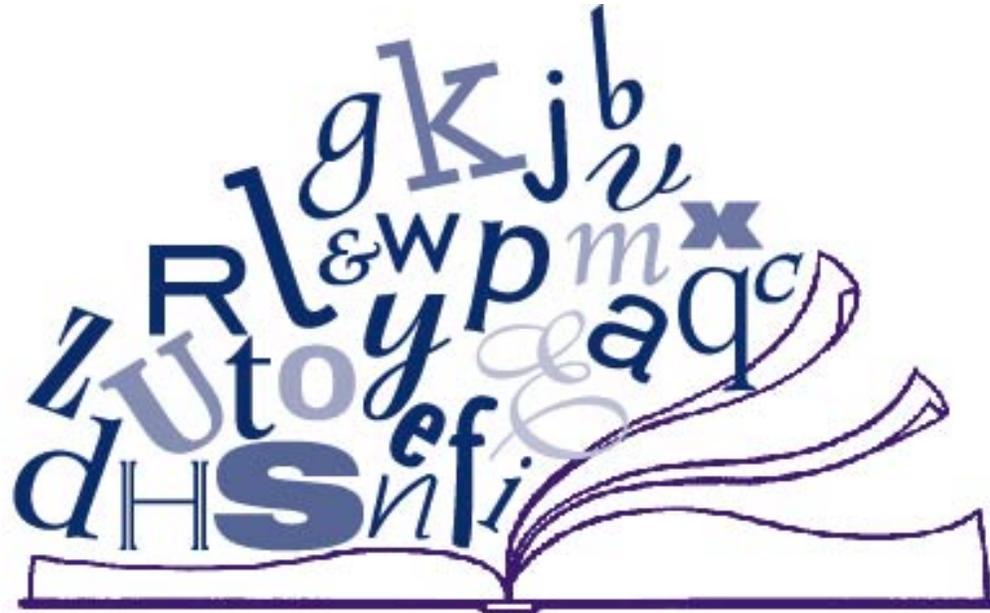


ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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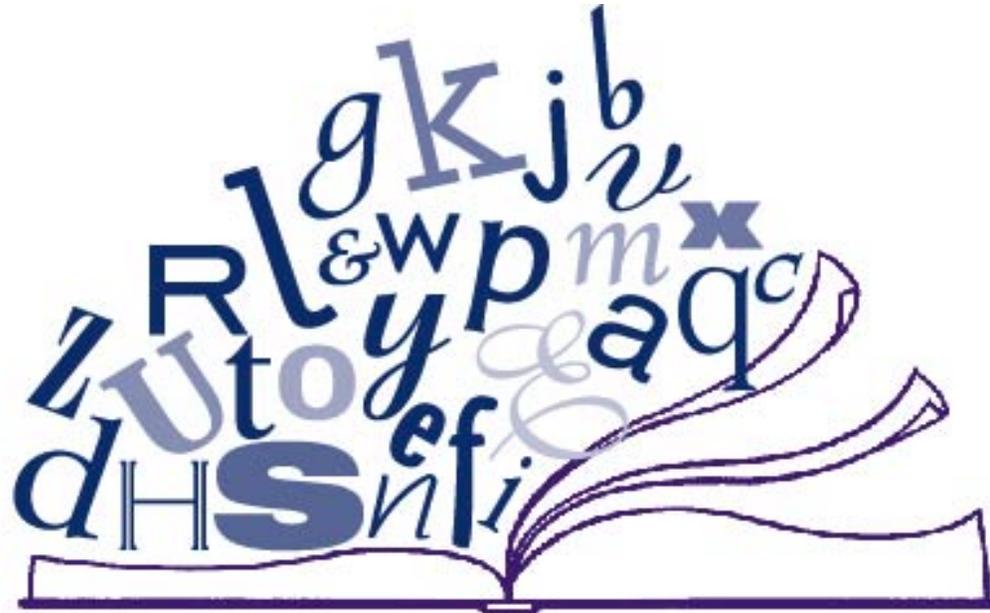
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ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Kindergarten



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At the kindergarten level, students will engage in a variety of oral activities in order to develop their understanding of language and enhance their ability to communicate effectively. Of primary importance is the development of phonemic skills that are the precursor for success in learning to decode words. Emphasis will be placed on having the students build and use listening and speaking vocabularies through participation in oral language activities employing poems, rhymes, songs, and stories. Students will learn rules for conversation and skills for participation in discussions. They will also learn how to formulate basic investigative questions.

- K.1 The student will demonstrate growth in the use of oral language.**
- a) Listen to a variety of literary forms, including stories and poems.**
 - b) Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns.**
 - c) Participate in creative dramatics.**
 - d) Begin to discriminate between spoken sentences, words, and syllables.**
 - e) Recognize rhyming words.**
 - f) Generate rhyming words in a rhyming pattern.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will expand their oral language vocabulary by listening to and participating in a variety of literary experiences, including fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. • These interactions provide opportunities for students to mimic language and experiment with new words, word patterns, and rhymes in order to expand their working vocabularies. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that oral language entertains and communicates information • understand that a spoken sentence is made up of individual words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • listen to a variety of literary forms, including predictable texts, patterned texts, poems, fairy tales, legends, stories, and informational texts found in fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics • participate in choral speaking and echo reading of short poems, rhymes, songs, and stories with repeated patterns and refrains • use drama to retell familiar stories, rhymes, and poems • discriminate between large phonological units of running speech, sentences, words, and syllables • demonstrate the concept of word by dividing spoken sentences into individual words • identify words that rhyme • generate rhyming words based on a given rhyming pattern • supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines.

- K.2 The student will use listening and speaking vocabularies.**
- a) Use number words.
 - b) Use words to describe/name people, places, and things.
 - c) Use words to describe location, size, color, and shape.
 - d) Use words to describe actions.
 - e) Ask about words not understood.
 - f) Follow one-step and two-step directions.
 - g) Begin to ask how and why questions.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will expand and use their listening and speaking vocabularies through across-the-curricula activities that develop their use of descriptive/naming words. • This vocabulary growth aids in development of reading and comprehension as students progress in school. • Students will learn to generate how and why questions across the curricula and begin to use these questions to guide their search for answers. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that word choice makes communication clearer • understand that information can be gained by seeking answers to questions. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • understand and use number words in conversations, during group activities, and during teacher-directed instruction • use words to describe or name people, places, feelings, and things during group activities and during teacher-directed instruction • use size, shape, color, and spatial words to describe people, places, and things during group or individual activities and during teacher-directed instruction • use a variety of words to describe the actions of characters and people in real and make-believe settings in response to stories or class activities • use words such as <i>before</i>, <i>after</i>, and <i>next</i> to sequence events • use words such as <i>over</i>, <i>under</i>, <i>between</i>, and <i>beside</i> to describe location • recognize when they do not understand a word or phrase and seek clarification by asking a peer or an adult • repeat and follow one-step and two-step oral directions <p>CONTINUED</p>

- K.2 The student will use listening and speaking vocabularies.**
- a) Use number words.**
 - b) Use words to describe/name people, places, and things.**
 - c) Use words to describe location, size, color, and shape.**
 - d) Use words to describe actions.**
 - e) Ask about words not understood.**
 - f) Follow one-step and two-step directions.**
 - g) Begin to ask how and why questions.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • understand the difference between stating known facts and formulating how and why questions • ask how and why questions to gain information • predict how to find answers to questions • begin to use pictures and other visuals to answer questions.

- K.3 The student will build oral communication skills.**
- a) Begin to follow implicit rules for conversation, including taking turns and staying on topic.**
 - b) Express ideas and needs in complete sentences.**
 - c) Begin to use voice level, phrasing, and intonation appropriate for language situation.**
 - d) Listen and speak in informal conversations with peers and adults.**
 - e) Begin to initiate conversations.**
 - f) Participate in discussions about books and specific topics.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will build oral communication skills within a language-rich environment. • In this environment, students will accumulate experiences from which concepts and thoughts can be formed. • Students will have opportunities in group settings to initiate informal conversations with peers and adults, learning and practicing implicit rules for conversation, such as voice level and intonation appropriate for specific language situations. • Teacher-initiated activities will expand students' language by introducing new vocabulary in the context of fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, and by modeling ways to participate in discussions about learning. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that conversation is a two-way interaction • begin to understand that the setting influences rules for communication. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • listen to and discuss fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics • listen attentively to others in a variety of formal and informal settings involving peers and adults • allow others to speak without unnecessary interruptions • clearly state a thought related to the book or topic being discussed • wait for their turn to speak • speak in complete, simple sentences • stay on topic • begin to use voice level, phrasing, and intonation appropriate for the language situation • match language to the purpose, situation, environment, and audience • initiate conversations with peers and teachers in a variety of school settings.

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

- a) Identify orally words that rhyme.**
- b) Identify words orally according to shared beginning or ending sounds.**
- c) Blend sounds orally to make words or syllables.**
- d) Divide one-syllable words into sounds (phonemes).**
- e) Divide words into syllables.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will focus on speech sounds in words and discern the phonemes of spoken language. • This skill includes an understanding of the hierarchical concepts of sentence, word, syllable, and letter. Consequently, students need to demonstrate the ability to break down a sentence orally into individual words and to break down individual words into individual syllables. • The level of complexity increases as students then isolate the initial and final sounds of a word. Isolating the medial sound is yet more complex. The most sophisticated skill is breaking the word into the individual phonemes that comprise it. • Through many learning experiences with songs, rhymes, and language play, students will develop the ability to hear, say, and manipulate phonemes. • The ability to segment and blend phonemes facilitates spelling and decoding. <p>CONTINUED</p>	<p>All students should</p> <ul style="list-style-type: none"> • understand that words are made up of small units of sound and that these sounds can be blended to make a word • understand that words are made up of syllables. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • focus on speech sounds • identify a word that rhymes with a spoken word • supply a word that rhymes with a spoken word • break down a sentence into individual words • break down a word into individual syllables by clapping • recognize that a word breaks down into individual phonemes • recognize how phonemes sound when spoken in isolation • recognize similarities and differences in beginning and ending sounds (phonemes) of words • determine the order of speech sounds (phonemes) in a given word by answering the following questions: <ul style="list-style-type: none"> ◦ What is the beginning sound you hear? ◦ What is the ending sound you hear? • supply a word that has the same beginning or ending sound (phoneme) as a spoken word • identify pictures of objects whose names share the same beginning or ending sound (phoneme) <p>CONTINUED</p>

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

- a) Identify orally words that rhyme.
- b) Identify words orally according to shared beginning or ending sounds.
- c) Blend sounds orally to make words or syllables.
- d) Divide one-syllable words into sounds (phonemes).
- e) Divide words into syllables.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Onsets are speech sounds (/b/, /c/, /f/, /h/) before a vowel. Rimes are the vowel and what follows (-at). If a word begins with a vowel, it has only a rime. Many words are formed by combining onsets and rimes (bat, cat, fat, hat). (Note: Students are not expected to know these terms.) 		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • sort pictures of objects whose names share the same beginning or ending sound (phoneme) • blend three given phonemes to make words (For example, the teacher says /c/ /a/ /t/, and the student blends the phonemes to say the word <i>cat</i>.) • produce rhyming words and recognize pairs of rhyming words presented orally • substitute the beginning consonant to make a new word • segment one-syllable words into onset and rime • segment one-syllable words into sounds (phonemes) • segment multisyllabic words into syllables.

At the kindergarten level, students will be immersed in a print-rich environment. They will learn the concepts of print, basic phonetic principles, comprehension of stories, and letter identification skills through systematic, direct instruction, individual and small group activities, and time spent exploring and reading books and other print material. Students will learn to identify and name the uppercase and lowercase letters of the alphabet, understand that letters represent sounds, and identify beginning consonant sounds in single consonant words. They will also learn to comprehend and relate stories through drama, retelling, drawing, and their own writing.

- K.5 The student will understand how print is organized and read.**
- a) Hold print materials in the correct position.**
 - b) Identify the front cover, back cover, and title page of a book.**
 - c) Follow words from left to right and from top to bottom on a printed page.**
 - d) Match voice with print: syllables, words, and phrases.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will understand book handling skills, directionality of print, and the correspondence of the spoken word to the written word. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that all print materials in English follow similar patterns. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • hold printed material the correct way • identify the front and back covers of a book • distinguish the title page from all the other pages in a book • turn pages appropriately • distinguish print from pictures • follow text with a finger, pointing to each word as it is read from left to right and top to bottom • locate words, letters, spaces, and lines of text • match voice with print in syllables, words, and phrases • locate periods, question marks, and exclamation points.

- K.6 The student will demonstrate an understanding that print makes sense.**
- a) Explain that printed materials provide information.**
 - b) Identify common signs and logos.**
 - c) Read ten high-frequency words.**
 - d) Read and explain own writing and drawings.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will learn that books, environmental print (print seen in ones environment), and other printed materials have a constant meaning and provide information for the reader. • Students will demonstrate their understanding of the constancy of print by drawing pictures and producing their own written messages to communicate with others. • These messages may include scribbles, letter approximations, letter strings, and invented spellings. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that print communicates a message. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply knowledge that print conveys a message • recognize and identify common signs, logos, and labels • recognize and identify their own first and last names and the first names of classmates • read and explain their own drawings and writings • explain that printed text provides information • retell information gathered from looking at a picture or from listening to a text read to them • locate high-frequency words and phrases in familiar text • recognize ten high-frequency words. (Each student may know a different set of words.)

- K.7 The student will develop an understanding of basic phonetic principles.**
- Identify and name the uppercase and lowercase letters of the alphabet.**
 - Match consonant and short vowel sounds to appropriate letters.**
 - Identify beginning consonant sounds in single-syllable words.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will learn and understand how letters and sounds work in written language. Students will learn to identify uppercase and lowercase letters in isolation in sequential order and in random order. Phonetic skills are the foundation for decoding and encoding words — i.e., they are the basic skills needed to develop fluency and automaticity in reading and writing. Onsets are speech sounds (/b/, /c/, /f/, /h/) before a vowel. Rimes are the vowel and what follows (-at). If a word begins with a vowel, it has only a rime. Many words are formed by combining onsets and rimes (bat, cat, fat, hat). (Note: Students are not expected to know these terms.) 	<p>All students should</p> <ul style="list-style-type: none"> understand that written words are composed of letters that represent specific sounds. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order match uppercase and lowercase letter pairs recognize and say the usual sounds of all letters write the grapheme (letter) that represents a spoken sound isolate initial consonants in single-syllable words (For example, /t/ is the first sound in <i>top</i>.) identify the onset (/c/) and rime (-at) and begin to separate the sounds fully (/c/-/a/-/t/) by saying each sound aloud blend onsets (/c/) and rimes (-at) to form words (<i>cat</i>) substitute other onsets (/b/ for /c/) to form different words (<i>bat</i>).

K.8 The student will demonstrate comprehension of fiction and nonfiction.

- a) Use pictures to make predictions about content.
- b) Retell familiar stories, using beginning, middle, and end.
- c) Discuss characters, setting, and events.
- d) Use story language in discussions and retellings.
- e) Identify what an author does and what an illustrator does.
- f) Identify the topics of nonfiction selections.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard relative to fiction is that students will understand the elements of a story (characters, setting, events) and begin to analyze these elements for meaning. • The intent of this standard relative to nonfiction is that students will demonstrate comprehension of nonfiction print materials and trade books across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, in order to build vocabulary and content knowledge. • Students will learn that comprehension is an active process requiring them to use their own experiences and learn new vocabulary in order to get meaning from fiction and nonfiction that is read aloud to them. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that authors and illustrators create books • understand that print material tells a story or provides information. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • make predictions based on illustrations or portions of a text • link knowledge from their own experiences to make sense of and talk about a text • give evidence that they understand the meaning of what is being read aloud, including the who, what, when, where, why, and how • retell a story in their own words or re-enact it, arranging the events in the correct sequence (beginning, middle, and end) • use vocabulary from a story in discussions and retellings • use descriptive language to talk about characters, settings, and events of a story • respond to simple questions about the content of a book • produce artwork or a written response that demonstrates comprehension of a story that they have heard read aloud • identify the roles of an author and an illustrator • name the topic of a nonfiction selection.

At the kindergarten level, students will begin to build a connection between oral and written language. Awareness that spoken language can be written and written language can be read is a fundamental concept in communicating ideas. Students will learn to print the uppercase and lowercase letters of the alphabet as well as their first and last names. Kindergarten writing reflects the students' oral language. Students will communicate their ideas through drawings, scribbles, letter strings, letter approximations, and dictation to adults.

K.9 The student will print the uppercase and lowercase letters of the alphabet independently.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will learn to print uppercase and lowercase letters of the alphabet. • Students need explicit, direct instruction to learn to form uppercase and lowercase letters correctly. • Students also need to be taught appropriate pencil grip. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that there are correct ways to write the letters of the alphabet. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use standard letter formation • use standard number formation • use appropriate pencil grip.

K.10 The student will print his/her first and last names.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will begin developing neat, legible handwriting. 	<p>All students should</p> <ul style="list-style-type: none"> understand that their written name provides identification. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> recognize their first and last names form the letters of and space their first and last names know that the first letter of their first name and the first letter of their last name are always capital letters write their first and last names for a variety of purposes.

K.11 The student will write to communicate ideas.

- a) Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- b) Write left to right and top to bottom.

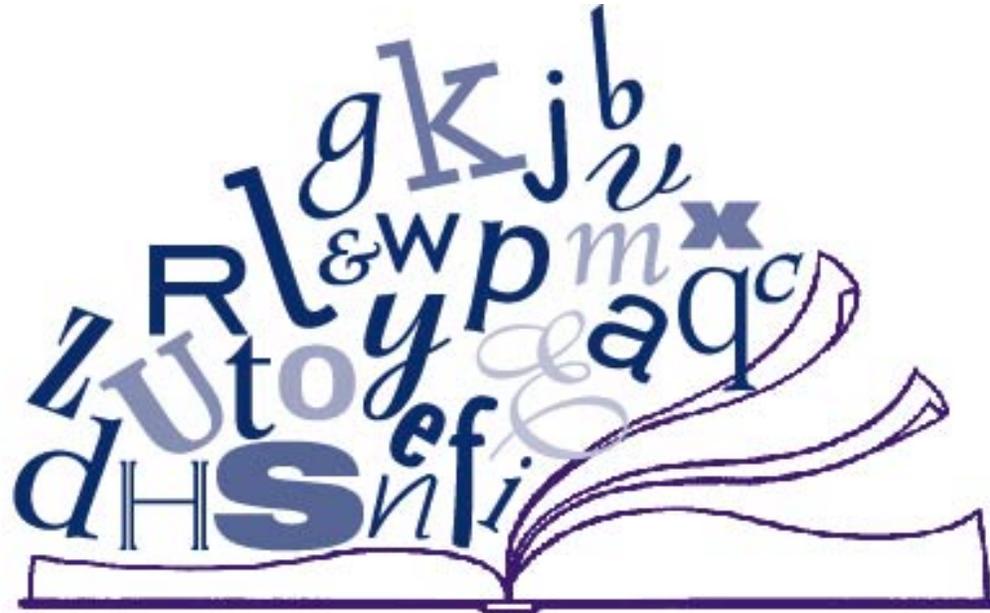
UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will understand that writing is used for a variety of purposes, including sharing events and telling stories (narrative writing), informing others and making reports (informational writing), labeling and making lists (functional writing), and responding to literature. • Writing in kindergarten sets the stage for formal writing in other grades. • Beginning writings may include drawings, letter strings, scribbles, letter approximations, and other graphic representations, as well as phonetically spelled words. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that their writing serves a variety of purposes. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • write left to right and top to bottom • write daily for a variety of purposes • write on assigned and/or self-selected topics • write without resistance when given the necessary time, place, and materials • generate text to communicate and make meaning by creating drawings, letter strings, scribbles, letter approximations, or other graphic representations, as well as phonetically spelled words.

K.12 The student will explore the uses of available technology for reading and writing.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will use available technology. 	<p>All students should</p> <ul style="list-style-type: none"> understand that computers are a way to interact with print. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use “skill and practice” software use word processing software.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade One



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the first-grade level, students will continue to engage in a variety of oral language activities to develop their understanding of language and to enhance their ability to communicate effectively. They will continue to build vocabulary as they participate in listening and speaking activities in the classroom. They will also begin to use their oral language skills to gain and explain information. In addition, students will continue to develop the higher-level phonemic awareness skills of segmentation, deletion, and substitution.

- 1.1 The student will continue to demonstrate growth in the use of oral language.**
- a) Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.**
 - b) Tell and retell stories and events in logical order.**
 - c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.**
 - d) Express ideas orally in complete sentences.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to demonstrate growth in the use of oral language and vocabulary by listening to and discussing fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. • Students will interact with a variety of media and participate in numerous oral language activities. • These activities will encourage the use of complete sentences and include the telling or retelling of stories and events in logical order. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that language can be used to tell a story and to express ideas. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • participate in a variety of oral language activities, such as <ul style="list-style-type: none"> ◦ listening to and discussing fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics ◦ listening and responding to stories and poems presented through recordings and experiencing other audiovisual materials in the context of curricular goals and objectives ◦ listening to stories and poems read aloud daily ◦ participating in discussions about stories and poems ◦ talking about words and their meanings as they are encountered in stories, poems, and conversations ◦ giving reactions to stories and poems • participate in oral activities, including choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated patterns • tell and retell stories and events in logical order by <ul style="list-style-type: none"> ◦ retelling stories orally and through informal drama ◦ dictating retelling of stories ◦ creating their own stories, poems, plays, and songs ◦ indicating first, next, and last events in a story • express themselves in complete sentences.

- 1.2 The student will continue to expand and use listening and speaking vocabularies.
- Increase oral descriptive vocabulary.
 - Begin to ask for clarification and explanation of words and ideas.
 - Follow simple two-step oral directions.
 - Give simple two-step oral directions.
 - Use singular and plural nouns.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will expand their listening and speaking vocabularies through activities across the curricula that develop the use of describing and naming words. Students will learn to ask for clarification and explanation of unfamiliar words that are encountered across the curricula. Students will demonstrate an increase in vocabulary by giving and following directions. This vocabulary growth aids in the development of reading and comprehension as students progress in school. 	<p>All students should</p> <ul style="list-style-type: none"> understand that specific word choice makes communication clearer. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> learn and use new words encountered in discussions and in books that are read aloud use words to orally describe actions, people, places, things, and ideas use words of time and position, including <i>first, second, next, on, under, beside, and over</i>, to give directions orally use action words (verbs), including <i>mark, circle, color, and draw</i>, to give directions orally ask for meanings and clarification of unfamiliar words and ideas use singular and plural nouns appropriately use common irregular plural forms, such as <i>man/men, child/children, and mouse/mice</i> follow simple two-step oral directions give simple two-step directions.

1.3 The student will adapt or change oral language to fit the situation.

- a) Initiate conversation with peers and adults.**
- b) Follow rules for conversation.**
- c) Use appropriate voice level in small-group settings.**
- d) Ask and respond to questions in small-group settings.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will use oral language to respond appropriately in group situations to both peers and adults. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that the setting influences the rules for communication • ask and answer relevant questions about a specific topic. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • initiate conversation in a variety of school settings • sustain two-person conversation • stay on topic • use voice level and intonation appropriate for the setting • follow rules for conversation, including listening and taking turns • ask and respond to relevant questions in group settings.

- 1.4 The student will orally identify and manipulate phonemes (small units of sound) in syllables and multisyllabic words.
- Count phonemes (sounds) in syllables or words with a maximum of three syllables.
 - Add or delete phonemes (sounds) orally to change syllables or words.
 - Create rhyming words orally.
 - Blend sounds to make word parts and words with one to three syllables.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will continue to build and practice phonemic awareness skills. Explicit instruction allows students to consciously reflect on and manipulate sounds. Through songs, poems, stories, and word play, students will count phonemes, create rhyming words, segment and substitute sounds, and blend sounds to make words. Onsets are speech sounds (/b/, /j/, /s/, /p/) before a vowel. Rimes are the vowel and what follows (-ack). If a word begins with a vowel, it has only a rime. Many words are formed by combining onsets and rimes (back, jack, sack, pack). (Note: Students are not expected to know these terms.) 	<p>All students should</p> <ul style="list-style-type: none"> understand that spoken words are made up of individual phonemes, which can be added or deleted to make new words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> isolate and manipulate phonemes count phonemes in words with a maximum of three syllables identify the onset and rime of words generate words that rhyme with a teacher-given word segment words by saying each sound blend separately spoken phonemes to make word parts and words with one to three syllables add, delete, or change phonemes orally to change syllables or words identify whether the middle vowel sound is the same or different in a set of one-syllable words sort picture cards by beginning and ending phoneme.

At the first-grade level, students will continue to be immersed in a print-rich environment. Having developed a concept of word and letter-sound correspondence, students will now concentrate on learning and integrating basic phonetic principles, decoding words in isolation, using meaning clues, and employing language and sentence structure to read and substantially increase their sight-word vocabulary. By the end of the first grade, they should have a reading vocabulary of 300 to 500 sight words and be able to decode single-syllable words.

These concepts and skills will be learned through systematic explicit direct instruction, individual and small-group activities, and time spent exploring and reading books and other print material. Through reading decodable books, students will build fluency and automaticity in using their knowledge of phonetic principles and print to read. Reading and listening to both fiction and nonfiction texts will give students opportunities to respond to readings in group discussions and through writing and drawing. Through reading and rereading, the students will build fluency and vocabulary and will become independent readers. Students will learn to use their knowledge of alphabetical order by first letter to find the meanings of unfamiliar words in picture and simple word dictionaries.

- 1.5 The student will apply knowledge of how print is organized and read.**
- a) Read from left to right and from top to bottom.**
 - b) Match spoken words with print.**
 - c) Identify letters, words, and sentences.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will understand how to read print. • As students begin to read, they will apply their knowledge of directionality of text and their ability to match the spoken word to the print. • Students will also continue to develop their skill at automatically recognizing high-frequency words. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that written text consists of letters, words, and sentences. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • demonstrate concepts of print and spoken word by <ul style="list-style-type: none"> ◦ tracking print from left to right and top to bottom ◦ following print from one line to the next line (return sweep) ◦ matching spoken words to print • identify letters, words, and sentences • differentiate between letters and words by <ul style="list-style-type: none"> ◦ recognizing spaces between words in sentences ◦ locating capital letters in sentences ◦ locating periods, question marks, and exclamation points, speech bubbles, and quotation marks ◦ recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point.

- 1.6 The student will apply phonetic principles to read and spell.**
- a) Use beginning and ending consonants to decode and spell single-syllable words.**
 - b) Use two-letter consonant blends to decode and spell single-syllable words.**
 - c) Use beginning consonant digraphs to decode and spell single-syllable words.**
 - d) Use short vowel sounds to decode and spell single-syllable words.**
 - e) Blend beginning, middle, and ending sounds to recognize and read words.**
 - f) Use word patterns to decode unfamiliar words.**
 - g) Use compound words.**
 - h) Read and spell common, high-frequency sight words, including *the, said, and come*.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to learn and apply phonetic principles to decode unfamiliar words. • Students will learn to sound out words rather than rely on pictures and context as their primary strategies for decoding words. • Students will segment and blend beginning and ending consonant sounds and vowel sounds to decode single-syllable words. • Students will transfer their knowledge of word patterns to identify other words with the same pattern. • Onsets are speech sounds (/b/, /j/, /s/, /p/) before a vowel. Rimes are the vowel and what follows (-ack). If a word begins with a vowel, it has only a rime. Many words are formed by combining onsets and rimes (<i>back, jack, sack, pack</i>). (Note: Students are not expected to know these terms.) 	<p>All students should</p> <ul style="list-style-type: none"> • understand that knowledge of the sounds of letters can be applied to read or spell words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply knowledge of beginning and ending consonants and short vowels in single-syllable words by <ul style="list-style-type: none"> ◦ recognizing beginning and ending consonant sounds ◦ separating the sounds in a word ◦ blending separately spoken phonemes to make a word ◦ spelling words • accurately decode unknown, orthographically regular, single-syllable words and nonsense words (e.g., <i>sit, zot</i>), using letter-sound mappings to sound them out • apply knowledge of word patterns to decode unfamiliar words by <ul style="list-style-type: none"> ◦ recognizing word patterns, such as CVC ◦ using onsets and rimes to create, read, and spell new words that include blends, such as the <i>l</i> and <i>r</i> blends, and digraphs, including <i>ch, sh, th</i>, and <i>wh</i> • use the vowel patterns CVC, VC, and CVCC to decode and spell single-syllable words • use the vowel pattern CVVC to decode and spell some single-syllable words <p>CONTINUED</p>

- 1.6 The student will apply phonetic principles to read and spell.**
- a) Use beginning and ending consonants to decode and spell single-syllable words.**
 - b) Use two-letter consonant blends to decode and spell single-syllable words.**
 - c) Use beginning consonant digraphs to decode and spell single-syllable words.**
 - d) Use short vowel sounds to decode and spell single-syllable words.**
 - e) Blend beginning, middle, and ending sounds to recognize and read words.**
 - f) Use word patterns to decode unfamiliar words.**
 - g) Use compound words.**
 - h) Read and spell common, high-frequency sight words, including *the, said, and come*.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • recognize and use simple compound words • read common high-frequency sight words.

1.7 The student will use meaning clues and language structure to expand vocabulary when reading.

- a) Use titles and pictures.**
- b) Use knowledge of the story and topic to read words.**
- c) Use knowledge of sentence structure.**
- d) Reread and self-correct.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will use meaning clues to assist in developing an understanding of a text. • Students will use pictures as well as the understanding of the story and topic to predict and check for meaning as they read. • Students will use their knowledge of sentence structure (the order of words in a given type of sentence) when reading. • Students' knowledge of sentence structure will include understanding that a sentence is a complete idea, which has a subject and a predicate. • Whenever meaning breaks down, students will reread and self-correct to regain meaning. • Teacher-initiated activities will expand students' language by introducing new vocabulary in the context of fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that they will use a variety of strategies to read unfamiliar words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use prior knowledge to interpret pictures • use titles and pictures to make predictions about text • use pictures to confirm vocabulary choice • use knowledge of the story or topic to make predictions about vocabulary and text • notice when words or sentences do not make sense in context • recognize complete sentences when reading • use intonation, pauses, and emphasis that signal the structure of the sentence when reading • use clues of punctuation, including period, question mark, exclamation point, commas, and quotation marks, to guide their reading • reread to confirm vocabulary choice • reread and self-correct when text does not make sense.

1.8 The student will read familiar stories, poems, and passages with fluency and expression.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will build fluency and experience success as a reader while reading aloud. • Students will read and reread familiar passages to develop automatic recognition of words, fluency, and expression consistent with punctuation. • Reading levels: <ul style="list-style-type: none"> ◦ independent level – 95% accuracy, or about 1 of every 20 words misread ◦ instructional level – 90% accuracy, or about 1 of every 10 words misread ◦ frustration level – less than 90% accuracy, or more than 1 of every 10 words misread. • Fluency develops as students have the opportunity to practice reading on their independent reading level. • Students should read at least 60 words per minute in grade-level material. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that orally read text has a rhythm and expression that helps convey meaning. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • engage in reading-aloud activities voluntarily • read a wide variety of self-selected and teacher-selected stories, poems, and informational texts aloud • use expression and intonation to convey meaning when reading aloud • practice reading in texts on their independent reading level to develop accuracy, fluency, and expression.

- 1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.**
- a) Preview the selection.**
 - b) Set a purpose for reading.**
 - c) Relate previous experiences to what is read.**
 - d) Make predictions about content.**
 - e) Ask and answer who, what, when, where, why, and how questions about what is read.**
 - f) Identify characters, setting, and important events.**
 - g) Retell stories and events, using beginning, middle, and end.**
 - h) Identify the topic or main idea.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard relative to fiction is that students will begin to develop and demonstrate comprehension skills by reading a variety of fiction and poetry selections. • The intent of this standard relative to nonfiction is that students will read and demonstrate comprehension of nonfiction print materials and trade books across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, in order to build vocabulary and content knowledge. • Students will demonstrate comprehension of story elements in fiction and poetry selections by identifying the character, setting, and topic or main idea. • Students will continue to learn to relate their prior knowledge to the topic of the text and use this knowledge and information from the text to make and confirm predictions as well as to ask and answer questions. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that they should use a variety of strategies to assist with comprehension. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • preview reading material by looking at the book's cover and illustrations and by reading titles and headings • choose a purpose for reading by looking at the illustrations, determining prior knowledge, and predicting the outcome of the selection • draw on prior knowledge to make predictions before and during reading • make and confirm predictions based on illustrations or portions of the text • use knowledge from their own experience to make sense of and talk about a text • read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines • identify the topic or main idea of a short fiction or nonfiction selection • identify characters, setting, and important events • answer simple who, what, when, where, why, and how questions about a selection • create artwork or a written response that shows comprehension of a selection <p>CONTINUED</p>

- 1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.**
- a) Preview the selection.**
 - b) Set a purpose for reading.**
 - c) Relate previous experiences to what is read.**
 - d) Make predictions about content.**
 - e) Ask and answer who, what, when, where, why, and how questions about what is read.**
 - f) Identify characters, setting, and important events.**
 - g) Retell stories and events, using beginning, middle, and end.**
 - h) Identify the topic or main idea.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • extend the story orally or with drawings • retell stories and events, using beginning, middle, and end.

- 1.10 The student will use simple reference materials.**
- a) Use knowledge of alphabetical order by first letter.**
 - b) Use a picture dictionary to find meanings of unfamiliar words.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will use simple reference materials. • Students will use their knowledge of alphabetical order by first letter to find words in picture dictionaries. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that many reference materials are organized in alphabetical order. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use simple reference materials • alphabetize a list of five to eight words according to first letter • use a picture dictionary to locate unfamiliar words.

At the first-grade level, reading and writing will develop together. Students will be given daily opportunities to write and read their writing. As their knowledge of letter-sound correspondence and their sight-word vocabulary increases, they will be able to use these skills to put their ideas and thoughts on paper. Students need to be encouraged to write for real purposes by writing such things as letters, notes, signs, stories, and labels. At this level, students will concentrate on writing a complete simple sentence, using basic conventions. They will also begin to revise and edit selected pieces of their writing for a specific audience.

- 1.11 The student will print legibly.
- a) Form letters.
 - b) Space words and sentences.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will learn to produce manuscript writing that can be easily read. • Students need explicit, direct instruction in order to learn to form uppercase and lowercase letters correctly. • Students also need many purposeful opportunities to practice and master handwriting skills. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that there are correct ways to write the letters of the alphabet and that proper spacing is necessary. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use appropriate pencil grip • use standard letter formation • use standard number formation • space words in sentences • space sentences in writing.

- 1.12 The student will write to communicate ideas.**
- a) Generate ideas.**
 - b) Focus on one topic.**
 - c) Use descriptive words when writing about people, places, things, and events.**
 - d) Use complete sentences in final copies.**
 - e) Begin each sentence with a capital letter and use ending punctuation in final copies.**
 - f) Use correct spelling for high-frequency sight words and phonetically regular words in final copies.**
 - g) Share writing with others.**
 - h) Use available technology.**

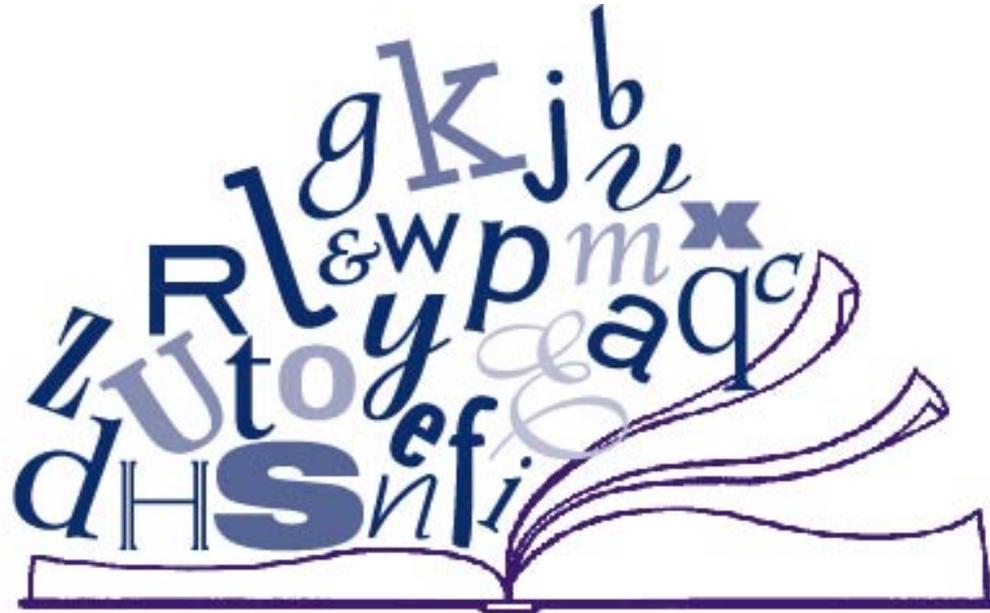
UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will begin to learn the process for communicating their ideas. • Students will learn to plan and write their thoughts in complete sentences with appropriate end punctuation. • Students will use their phonetic knowledge and growing knowledge of high-frequency sight words to spell words correctly when writing. • Students will be given opportunities to share their writing with friends, family, and teachers. • Students also need opportunities to explore and use word processing software to facilitate their writing. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that writers plan, write, and share their writing with others. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use previous experiences to generate ideas • participate in teacher-directed brainstorming activities • participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas • participate in teacher-directed charting activities to organize information • write a sentence that focuses on one topic • write simple, complete sentences • begin to elaborate ideas by using descriptive words (adjectives) when writing about people, places, things, and events • spell high-frequency sight words and phonetically regular words correctly in final copies • sound out words in order to spell them phonetically • use print resources in the classroom in order to spell words • use correct end punctuation <p>CONTINUED</p>

- 1.12 The student will write to communicate ideas.
- a) Generate ideas.
 - b) Focus on one topic.
 - c) Use descriptive words when writing about people, places, things, and events.
 - d) Use complete sentences in final copies.
 - e) Begin each sentence with a capital letter and use ending punctuation in final copies.
 - f) Use correct spelling for high-frequency sight words and phonetically regular words in final copies.
 - g) Share writing with others.
 - h) Use available technology.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • begin each sentence with a capital letter • use familiar writing forms, including lists, letters, stories, reports, messages, and poems • distinguish draft writing from final-product writing • use a word processor to publish writing • share their writing with others.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Two



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the second-grade level, students will engage in a variety of oral activities to develop an understanding of language structure and enhance their ability to communicate effectively. They will listen and speak in discussions and presentations that expand their vocabularies, increase their background knowledge, and enhance both their reading and writing skills.

- 2.1 The student will demonstrate an understanding of oral language structure.
- Create oral stories to share with others.
 - Create and participate in oral dramatic activities.
 - Use correct verb tenses in oral communication.
 - Use increasingly complex sentence structures in oral communication.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will continue to demonstrate their growth in the use of oral language and vocabulary. Students will use their knowledge of sentence structure, verb tenses, and vocabulary to create oral stories that have a beginning, middle, and end. 	<p>All students should</p> <ul style="list-style-type: none"> participate in group activities by creating oral stories using complex sentences and appropriate verb tenses. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use the story structure of beginning, middle, and end to tell a story of an experience maintain and manipulate voice, such as pausing, tempo, and pitch, to convey mood add appropriate elaboration and detail while recounting or describing an event dramatize familiar stories use present, past, and future tenses appropriately use more complex sentence structure with conjunctions, such as <i>while</i>, <i>when</i>, <i>if</i>, <i>because</i>, <i>so</i>, and <i>but</i>, when describing events and giving explanations provide a referent for pronouns demonstrate subject-verb agreement.

- 2.2 The student will continue to expand listening and speaking vocabularies.**
- a) Use words that reflect a growing range of interests and knowledge.**
 - b) Clarify and explain words and ideas orally.**
 - c) Follow oral directions with three or four steps.**
 - d) Give three-step and four-step directions.**
 - e) Identify and use synonyms and antonyms in oral communication.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to expand listening and speaking vocabularies in the context of fiction and nonfiction trade books and other print materials that reflect the Virginia Standards of Learning for English, history and social science, science, and mathematics. • Students will learn to use antonyms, synonyms, and descriptive language to explain and clarify ideas. • Students will demonstrate an increase in vocabulary by giving and following three-step or four-step directions. • Growth in oral language aids in the development of fluency, vocabulary, and comprehension. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that specific vocabulary helps explain and clarify ideas. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • listen to and discuss fiction and nonfiction trade books and other print materials that reflect the Virginia Standards of Learning for English, history and social science, science, and mathematics • use specific vocabulary from content study to express interests and knowledge • use appropriate descriptive language to express ideas, opinions, and feelings • use language to categorize objects, people, places, or events • explain the meanings of words within the context of how they are used • ask questions to clarify or gain further information • recognize when two or more different words are being used orally to mean contrasting or opposite things • recognize when different words are being used orally to mean the same or similar things • use synonyms and antonyms in oral communication • follow three-step and four-step directions • give three-step and four-step directions • sequence three or four steps chronologically in oral directions.

- 2.3 The student will use oral communication skills.**
- a) Use oral language for different purposes: to inform, to persuade, and to entertain.**
 - b) Share stories or information orally with an audience.**
 - c) Participate as a contributor and leader in a group.**
 - d) Summarize information shared orally by others.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will use oral language skills to respond appropriately in group situations. • Students will learn to summarize information as they continue to share stories. • Students will learn the dynamics and roles of working in small groups. • Students will learn to use selected vocabulary and information to match their purpose — to inform, to persuade, or to entertain. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that oral communication can be used for a variety of purposes • participate in group activities by sharing stories or information. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use proper pitch and volume • speak clearly and distinctly • share and retell an experience or story in a logical order • select vocabulary and nonverbal expressions appropriate to purpose and audience • express ideas clearly and in an organized manner • share with an audience stories or information relevant to a topic • contribute information, ask questions, clarify, summarize, or build on another person’s idea in a small-group setting • confer with small-group members about how to present information to the class • carry out a specific group role, such as leader, recorder, materials manager, or reporter.

At the second-grade level, students will continue to be immersed in a print-rich environment. To decipher text, they will use what they have learned about phonemes, decoding, rhyming words, onsets and rimes, contextual clues, and the structure of sentences. Silent and independent reading will increase, with some parts of books read aloud for emphasis, clarification, or pleasure. When they read independently, students will understand and enjoy books that are considerably longer and more complex in plot, syntax, and structure. Students will read and reread to build fluency, which provides the bridge between word recognition and comprehension. Fluent readers are able to make connections among the ideas in the text and between the text and their background knowledge. Students will learn and apply the comprehension strategies of identifying main ideas, making and confirming predictions, and formulating questions about what they are learning across the curricula. Students will also use their knowledge of alphabetical order to locate information.

- 2.4 The student will use phonetic strategies when reading and spelling.
- Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
 - Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.
 - Decode regular multisyllabic words.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will continue to learn and apply their phonetic skills to decode and spell words. 	<p>All students should</p> <ul style="list-style-type: none"> understand the need to apply phonetic strategies to decode and spell words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> apply knowledge of consonants and consonant blends to decode and spell words apply knowledge of consonant digraphs (<i>sh,wh,ch,th</i>) to decode and spell words apply knowledge of vowel patterns, such as CV, VC, CVC, CVCE, CVVC, CVCC, to decode and spell words apply knowledge of r-controlled vowel patterns to decode and spell words read regularly spelled one- and two-syllable words automatically decode regular multisyllabic words use phonetic strategies to self-correct reading when meaning breaks down.

- 2.5 The student will use meaning clues and language structure when reading.**
- a) Use information in the story to read words.**
 - b) Use knowledge of sentence structure.**
 - c) Use knowledge of story structure and sequence.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will use information from the story and their knowledge of language structure when reading. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that they will use a variety of strategies to read unfamiliar words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use prior knowledge to interpret pictures and diagrams in order to predict text • use meaning clues to support decoding • use surrounding words in a sentence to determine the meaning of a word • use the context of the sentence to distinguish which of the multiple meanings of a word makes sense • use knowledge of word order, including subject, verb, and adjectives, to check for meaning. • use story structure, titles, pictures, and diagrams to check for meaning • reread to clarify meaning.

- 2.6 The student will use language structure to expand vocabulary when reading.
- Use knowledge of prefixes and suffixes.
 - Use knowledge of contractions and singular possessives.
 - Use knowledge of simple abbreviations.
 - Use knowledge of antonyms and synonyms.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will expand their vocabulary through an understanding of prefixes, suffixes, contractions, singular possessives, abbreviations, synonyms, and antonyms. 	<p>All students should</p> <ul style="list-style-type: none"> understand that their knowledge of prefixes, suffixes, contractions, singular possessives, simple abbreviations, synonyms, and antonyms can help them read unfamiliar words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use common prefixes and suffixes to decode words demonstrate an understanding of common prefixes, such as <i>un-</i>, <i>re-</i>, <i>dis-</i>, <i>pre-</i>, and <i>mis-</i> demonstrate an understanding of common suffixes, such as <i>-er</i>, <i>-y</i>, <i>-ful</i>, <i>-less</i>, <i>-est</i>, and <i>-ly</i> demonstrate an understanding of the meaning of contractions demonstrate an understanding of what the apostrophe signifies in singular possessive words (e.g., <i>Mary's</i>) identify simple abbreviations, including those for titles (e.g., <i>Mr.</i>, <i>Mrs.</i>, <i>Ms.</i>, and <i>Dr.</i>), calendar words (e.g., <i>Jan.</i>, <i>Feb.</i>, <i>Mon.</i>, <i>Tue.</i>), and address words (e.g., <i>St.</i>, <i>Rd.</i>) supply synonyms and antonyms for a given word.

- 2.7 The student will read fiction and nonfiction, using a variety of strategies independently.**
- a) Preview the selection by using pictures, diagrams, titles, and headings.**
 - b) Set purpose for reading.**
 - c) Read stories, poems, and passages with fluency and expression.**
 - d) Reread and self-correct when necessary.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will use a variety of strategies to increase fluency and get meaning from print. • Students will continue to develop further the prereading strategies of previewing the text and setting a purpose for reading. • Students will use phonetic strategies to decode words and use pictures, sentence structure, and context to get meaning. • Reading levels: <ul style="list-style-type: none"> ◦ independent level – 95% accuracy, or about 1 of every 20 words misread ◦ instructional level – 90% accuracy, or about 1 of every 10 words misread ◦ frustration level – less than 90% accuracy, or more than 1 of every 10 words misread. • Fluency develops as students have many opportunities to practice reading on their independent reading level. • Students should read about 70 to 110 words per minute in grade-level material. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that they should use a variety of strategies to read • understand that text read aloud has a rhythm and expression that helps convey meaning. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use prior knowledge to predict information • interpret illustrations, such as diagrams, charts, graphs, and maps, to make predictions about the text • use titles and headings to generate ideas about the text • skim text for section headings, bold type, and picture captions to help set a purpose for reading • set a purpose for reading • use print clues, such as bold type, italics, and underlining, to assist in reading • apply phonics, meaning clues, and language structure to decode words and increase fluency • use phonics, meaning clues, and language structure strategies to reread and self-correct • pause at commas and periods during oral reading • practice reading in text that is on their independent reading level to develop accuracy, fluency, and expression.

- 2.8 The student will read and demonstrate comprehension of fiction and nonfiction.**
- a) Make predictions about content.**
 - b) Read to confirm predictions.**
 - c) Relate previous experiences to the topic.**
 - d) Ask and answer questions about what is read.**
 - e) Locate information to answer questions.**
 - f) Describe characters, setting, and important events in fiction and poetry.**
 - g) Identify the problem, solution, and main idea.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to develop and demonstrate comprehension skills by reading a variety of fiction and nonfiction selections • Students will continue to learn to relate their prior knowledge to the topic of the text and use this knowledge, along with information from the text, to make and confirm predictions. • Students will also begin to learn the skills of summarizing and locating specific information in nonfiction text. • Students will demonstrate comprehension of story elements in fiction by identifying the characters, setting, and main idea. • Students will continue to respond in writing to what is read. <p>CONTINUED</p>	<p>All students should</p> <ul style="list-style-type: none"> • understand that comprehension requires making, confirming and revising predictions • understand that they must attend to the details of the text in order to comprehend. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • read fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics • use information from the text to make predictions • use information from a selection to confirm predictions • find evidence to support predictions • begin to skim for information • apply knowledge of story structure to predict what will happen next • use knowledge of sequence to make predictions while reading functional text such as recipes and other sets of directions • use knowledge from their own experiences to make sense of and talk about a topic • describe the setting and important events of a story • describe a character's traits, feelings, and actions as presented in a story • identify the problem and solution presented in a story • identify the main idea <p>CONTINUED</p>

- 2.8 The student will read and demonstrate comprehension of fiction and nonfiction.**
- a) Make predictions about content.**
 - b) Read to confirm predictions.**
 - c) Relate previous experiences to the topic.**
 - d) Ask and answer questions about what is read.**
 - e) Locate information to answer questions.**
 - f) Describe characters, setting, and important events in fiction and poetry.**
 - g) Identify the problem, solution, and main idea.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard relative to nonfiction is that students will read and demonstrate comprehension of nonfiction print materials and trade books across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, in order to build vocabulary and content knowledge. 		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify the sequence of steps in functional text such as recipes or other sets of directions • follow the steps in a set of written directions • locate information in textbooks and other trade books to answer questions • begin to use knowledge of transition words (signal words), such as <i>first</i>, <i>next</i>, and <i>soon</i>, to understand how information is organized • organize information, using graphic organizers • use the framework of beginning, middle, and end to retell story events • ask and answer simple who, what, when, where, why, and how questions • write responses to what they read.

2.9 The student will demonstrate comprehension of information in reference materials.

- a) Use a table of contents.**
- b) Use pictures and charts.**
- c) Use dictionaries and indices.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will use available reference materials to locate information. 	<p>All students should</p> <ul style="list-style-type: none"> • understand how to locate information in simple reference materials. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • locate titles and page numbers, using a table of contents • use a table of contents to locate information in content-area books • interpret pictures, diagrams, and tables • interpret information presented in bar graphs, charts, and pictographs • alphabetize words to the second and third letter • locate words, using first, second, and third letter • locate guide words, entry words, and definitions in dictionaries and indices.

At the second-grade level, students will continue to develop reading and writing together. They will be given daily opportunities to write and will be expected to revise selected pieces and share them with others. Students often pattern their writing after familiar authors. When students write stories and letters, the instructional emphasis will be on having a beginning, middle, and end. At the sentence level, they will be expected to begin to elaborate on their ideas and use basic conventions. They will also begin to apply written communication skills across all content areas.

2.10 The student will maintain manuscript and begin to make the transition to cursive.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will maintain manuscript through use and at the same time begin to make the transition to cursive. • When to make the transition to cursive is a local decision, however, once begun, cursive writing should be taught and practiced in a systematic, direct manner. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that legible handwriting is an important tool of written communication. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • write neatly • space words in sentences • space sentences in writing • learn basic strokes for cursive.

- 2.11 The student will write stories, letters, and simple explanations.
- Generate ideas before writing.
 - Organize writing to include a beginning, middle, and end.
 - Revise writing for clarity.
 - Use available technology.

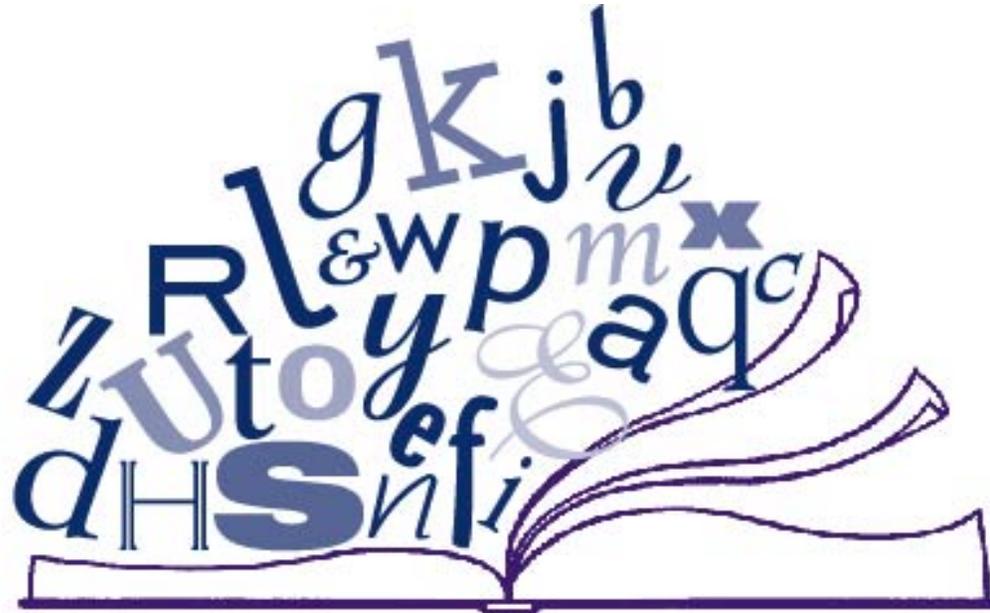
UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will continue to learn the process for communicating their ideas through writing. The emphasis will be on generating and organizing ideas before writing and revising for clarity after writing. The three domains of writing are <ul style="list-style-type: none"> composing – the structuring and elaborating a writer does to construct an effective message for readers written expression – those features that show the writer purposefully shaping and controlling language to affect readers usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse. <p>(Note: Students are not expected to know these terms.)</p>	<p>All students should</p> <ul style="list-style-type: none"> understand that written communication should be well planned and clear to the reader. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> brainstorm for ideas organize information with graphic organizers, such as story maps, webs, and event frames use graphic organizers to plan their writing verbalize their writing plan to a partner or teacher write stories that include a beginning, middle, and end stay on topic write complete sentences begin to group sentences into paragraphs use adjectives to elaborate simple sentences use time-order words, such as <i>first</i>, <i>next</i>, <i>then</i>, and <i>last</i>, to sequence and organize their writing delete or add words to clarify meaning during the revising process avoid stringing ideas together with <i>and</i> or <i>then</i> begin to learn and use the writing domains of composing, written expression, and usage/mechanics use available technology to write.

- 2.12 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.**
- a) Recognize and use complete sentences.**
 - b) Use and punctuate declarative, interrogative, and exclamatory sentences.**
 - c) Capitalize all proper nouns and the word *I*.**
 - d) Use singular and plural nouns and pronouns.**
 - e) Use apostrophes in contractions, including *don't*, *isn't*, and *can't*.**
 - f) Use correct spelling for high-frequency sight words, including compound words and regular plurals.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to learn to edit and self-correct their writing. • Students will apply grammatical rules to their writing. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that proper grammar, capitalization, punctuation and spelling contribute to the meaning of writing. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • recognize and use complete sentences • use singular and plural nouns • use singular and plural pronouns • capitalize all proper nouns and all words at the beginning of sentences • capitalize the word <i>I</i> • punctuate declarative, interrogative, and exclamatory sentences • use apostrophes in contractions • spell high-frequency sight words, compound words, and regular plurals correctly.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Three



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the third-grade level, students will learn oral communication skills to participate in discussions about learning and take part in collaborative learning projects. In order to be contributing participants in discussions, students must know the skills involved in effectively communicating ideas and opinions, including such skills as actively listening to others and constructively agreeing or disagreeing with them. While using grammatically correct language, students will learn how to present information succinctly and confidently in oral presentations.

- 3.1 The student will use effective communication skills in group activities.**
- a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.**
 - b) Ask and respond to questions from teachers and other group members.**
 - c) Explain what has been learned.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will communicate effectively during discussions in group settings. • Students will listen attentively to others, using strategies such as making eye contact while facing the speaker. • Students will interact with group members by asking and responding to questions and explaining what has been said or learned. 	<p>All students should</p> <ul style="list-style-type: none"> • participate effectively in group activities by taking turns in conversations and moving group discussions forward. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • engage in taking turns in conversations by <ul style="list-style-type: none"> ◦ making certain all group members have an opportunity to contribute ◦ listening attentively by making eye contact while facing the speaker ◦ eliciting information or opinions from others ◦ supporting opinions with appropriate ideas, examples, and details ◦ indicating disagreement in a constructive manner • take initiative in moving a group discussion forward by <ul style="list-style-type: none"> ◦ contributing information that is on topic ◦ answering questions ◦ asking clarifying questions of the speaker ◦ summarizing the conclusions reached in the discussion ◦ explaining what has been learned.

- 3.2 The student will present brief oral reports.**
- a) Speak clearly.**
 - b) Use appropriate volume and pitch.**
 - c) Speak at an understandable rate.**
 - d) Organize ideas sequentially or around major points of information.**
 - e) Use grammatically correct language and specific vocabulary to communicate ideas.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will convey information through a formal oral presentation. • Students will be expected to organize information logically and use correct grammar and specific vocabulary for communicating ideas. • During the oral report, students will be expected to use a rate, volume, and pitch that keeps the audience engaged. 	<p>All students should</p> <ul style="list-style-type: none"> • cluster or sequence information on a topic when presenting an oral report • speak clearly at an understandable rate and volume. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • deliver oral presentations in an engaging manner that maintains audience interest by <ul style="list-style-type: none"> ◦ presenting information with expression and confidence ◦ varying tone, pitch, and volume to convey meaning ◦ using grammatically correct language ◦ speaking at an understandable rate ◦ using specific vocabulary appropriate for the audience and the topic • stay on topic during presentations • organize ideas sequentially or around major points of information • answer questions from the audience • evaluate their own presentations, using class-designed criteria.

At the third-grade level, students will make the transition from a focus on learning how to read to an emphasis on reading to learn and reading for enjoyment. An emphasis will be placed on learning about words, reading age-appropriate text with fluency and expression, and learning comprehension strategies. They will build reading comprehension through reading a variety of literature, to include but not be limited to narrative fiction, such as folktales, and nonfiction materials, such as biographies and autobiographies. Students will continue to develop strategic reading skills, such as word analysis and construction of meaning from text. Process strategies that they implement before, during, and after reading will assist their comprehension in all subjects (for example, when reading word problems in math, investigating scientific concepts, and comparing important people and events in history). Students will use a variety of print resources to research topics.

- 3.3 The student will apply word-analysis skills when reading.**
- a) Use knowledge of all vowel patterns.**
 - b) Use knowledge of homophones.**
 - c) Decode regular multisyllabic words.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will use word-attack skills to decode words in order to read fluently. • These skills include the use of phonics (all vowel patterns and consonant combinations), structural analysis (roots and affixes), and context to read words with multiple pronunciations. 	<p>All students should</p> <ul style="list-style-type: none"> • understand the need to apply word-analysis skills to decode words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply knowledge of all vowel patterns • apply knowledge of diphthongs, such as <i>aw</i> and <i>oy</i> • apply knowledge of roots • apply knowledge of affixes, such as <i>dis-</i>, <i>ex-</i>, <i>non-</i>, <i>pre-</i>, <i>-ly</i>, and <i>-ness</i> • use knowledge of homonyms/homophones, such as <i>be/bee</i>, <i>hear/here</i>, and <i>sea/see</i> • use context clues to verify meaning and determine appropriate homophone usage • apply knowledge of the change in tense (<i>-ed</i>), number (<i>-s</i>), and degree (<i>-er</i> and <i>-est</i>) signified by inflected endings • decode regular multisyllabic words in order to read fluently.

3.4 The student will use strategies to read a variety of fiction and nonfiction materials.

- a) Preview and use text formats.**
- b) Set a purpose for reading.**
- c) Apply meaning clues, language structure, and phonetic strategies.**
- d) Use context to clarify meaning of unfamiliar words.**
- e) Read fiction and nonfiction fluently and accurately.**
- f) Reread and self-correct when necessary.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will apply different strategies to read text including fiction, poetry, nonfiction, content texts, and other printed materials. • Students who are able to apply meaning clues, language structure, and phonetic strategies independently become fluent readers. • Reading levels: <ul style="list-style-type: none"> ◦ independent level – 95% accuracy, or about 1 of every 20 words misread ◦ instructional level – 90% accuracy, or about 1 of every 10 words misread ◦ frustration level – less than 90% accuracy, or more than 1 of every 10 words misread. • Fluent readers read with automaticity, and they reread and self-correct as needed. • Students should read about 90 to 120 words per minute in grade-level material. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that text formats can be used to set a purpose for reading • use meaning clues, language structure, phonetic strategies, text structure, and surface features of text to read. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use text formats such as the following to preview and set a purpose for reading: <ul style="list-style-type: none"> ◦ poetry features, such as lines and stanzas ◦ content text features, such as headings and chapter layout by topic ◦ functional formats, such as advertisements, flyers, and directions ◦ specialized type, such as bold face and italics ◦ visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs • apply understanding of text structure to guide reading by <ul style="list-style-type: none"> ◦ making predictions based on knowledge of text form types, such as narrative, informational, graphic, and functional ◦ making predictions based on knowledge of literary forms, such as folktale, biography, and autobiography ◦ identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions • use surface features of text to make meaning from text by <ul style="list-style-type: none"> ◦ applying phonetic strategies ◦ using punctuation indicators, such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession ◦ applying knowledge of simple and compound sentence structures ◦ knowing when meaning breaks down and then rereading to self-correct <p>CONTINUED</p>

3.4 The student will use strategies to read a variety of fiction and nonfiction materials.

- a) Preview and use text formats.
- b) Set a purpose for reading.
- c) Apply meaning clues, language structure, and phonetic strategies.
- d) Use context to clarify meaning of unfamiliar words.
- e) Read fiction and nonfiction fluently and accurately.
- f) Reread and self-correct when necessary.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply understanding of language structure to make meaning from text by <ul style="list-style-type: none"> ◦ using signal words of time sequence, such as <i>first, second, next, later, after,</i> and <i>finally</i> ◦ using signal words of compare-contrast, such as <i>like, unlike, different,</i> and <i>same</i> ◦ using signal words of cause-effect, such as <i>because, if...then,</i> <i>when...then</i> ◦ using conventions of dialogue, such as quotation marks to indicate someone is saying something, indentation to show that the speaker has changed, and signal words like <i>he said</i> and <i>she exclaimed</i> ◦ using knowledge of how ideas are connected between sentences when one word is used in place of another, such as the use of a pronoun for a noun, the use of a general location word (such as <i>here</i> or <i>there</i>) for a specific location, and the use of a synonym for an earlier word (such as <i>animal</i> for <i>dog</i>) ◦ using context clues, such as a restatement, a renaming or synonym, an example, or a direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words • read familiar fiction and nonfiction with fluency and accuracy.

- 3.5 The student will read and demonstrate comprehension of fiction.**
- a) Set a purpose for reading.**
 - b) Make connections between previous experiences and reading selections.**
 - c) Make, confirm, or revise predictions.**
 - d) Compare and contrast settings, characters, and events.**
 - e) Identify the author’s purpose.**
 - f) Ask and answer questions.**
 - g) Draw conclusions about character and plot.**
 - h) Organize information and events logically.**
 - i) Summarize major points found in fiction materials.**
 - j) Understand basic plots of fairy tales, myths, folktales, legends, and fables.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will develop a variety of comprehension strategies that they can apply to make meaning from text. • Students should be able to connect their previous experiences and knowledge to the text in order to make predictions and then use evidence from the text to confirm or revise their predictions. • Students will talk and write about similarities and differences that they see in various books by the same author or in various selections within the same genre. • In classroom discussion, students will contribute their ideas about an author’s craft, including such elements as word choice, plot and organization, beginnings and endings of selections, and character development. <p>CONTINUED</p>	<p>All students should</p> <ul style="list-style-type: none"> • develop a variety of comprehension strategies that can be applied to make meaning from fiction selections. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • read for a specific purpose by <ul style="list-style-type: none"> ◦ locating specific information in a reading selection ◦ identifying details that support a stated main idea ◦ expressing a stated main idea in their own words • make a variety of connections with the text, such as <ul style="list-style-type: none"> ◦ connections between their own personal experiences and what is happening in the text ◦ connections between the text they are reading and other texts they have read, such as identifying a similar plot or character ◦ connections between what they already know about the topic and what they find in the reading that is new to them • use specific details to make, justify, and modify predictions by <ul style="list-style-type: none"> ◦ identifying details from their own experiences and knowledge that supports their predictions ◦ identifying information from the text that supports or contradicts a prediction ◦ revising predictions based on new understandings <p>CONTINUED</p>

- 3.5 The student will read and demonstrate comprehension of fiction.**
- a) **Set a purpose for reading.**
 - b) **Make connections between previous experiences and reading selections.**
 - c) **Make, confirm, or revise predictions.**
 - d) **Compare and contrast settings, characters, and events.**
 - e) **Identify the author’s purpose.**
 - f) **Ask and answer questions.**
 - g) **Draw conclusions about character and plot.**
 - h) **Organize information and events logically.**
 - i) **Summarize major points found in fiction materials.**
 - j) **Understand basic plots of fairy tales, myths, folktales, legends, and fables.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will learn about specific types of folktales: <ul style="list-style-type: none"> ◦ tall tale – exaggerates larger-than-life characters, such as Pecos Bill and John Henry, which may or may not have a historical basis and may create a humorous picture of these characters ◦ trickster tale – tells the story of a character (the trickster) who fools others, the good character does not fall for the trick, the bad character does fall for the trick and gets what he/she deserves ◦ legend – records the deeds of real or supposedly real individuals who have been elevated to the status of hero because they demonstrated virtues respected by their culture <p>CONTINUED</p>		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • gain meaning before, during, and after reading by <ul style="list-style-type: none"> ◦ asking and answering questions to clarify meaning ◦ asking and answering questions to predict what will happen next ◦ understanding that sometimes two or more pieces of information need to be put together to answer a question ◦ understanding that some questions are answered directly in the text ◦ understanding that the answers to some questions must be inferred from the reader’s background experiences and knowledge ◦ understanding the basic plots of fairy tales, myths, folktales, legends, and fables • apply knowledge of characterization by <ul style="list-style-type: none"> ◦ identifying a character’s attributes (traits) ◦ using evidence from the text to support generalizations about the character ◦ identifying how the attributes of one character are similar to or different from those of another character <p>CONTINUED</p>

- 3.5 The student will read and demonstrate comprehension of fiction.**
- a) **Set a purpose for reading.**
 - b) **Make connections between previous experiences and reading selections.**
 - c) **Make, confirm, or revise predictions.**
 - d) **Compare and contrast settings, characters, and events.**
 - e) **Identify the author’s purpose.**
 - f) **Ask and answer questions.**
 - g) **Draw conclusions about character and plot.**
 - h) **Organize information and events logically.**
 - i) **Summarize major points found in fiction materials.**
 - j) **Understand basic plots of fairy tales, myths, folktales, legends, and fables.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> ◦ fairy tale – begins with “Once upon a time…” and ends with “...happily ever after,” has events usually happening in threes, and usually involves magic ◦ pourquoi tale – explains how or why something has come to be ◦ myth – a traditional story of a supposedly historical event, presenting part of the world view of a people or explaining a practice, belief, or natural phenomenon • After reading, students should be able to demonstrate new understandings through writing, discussion, and graphic representations. 		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply knowledge of setting by <ul style="list-style-type: none"> ◦ identifying the time and place of a story, using supporting details from the text ◦ identifying the details that make two settings similar or different • write responses that go beyond literal restatements • make generalizations about a character based on that character’s response to a problem, the character’s goal, and what the character says to other characters • support with specific details generalizations about characters from a selection • compare two characters within a selection or between/among two or more selections • identify the author’s purpose • draw conclusion about a character and/or the plot from a selection <p>CONTINUED</p>

- 3.5 The student will read and demonstrate comprehension of fiction.**
- a) Set a purpose for reading.**
 - b) Make connections between previous experiences and reading selections.**
 - c) Make, confirm, or revise predictions.**
 - d) Compare and contrast settings, characters, and events.**
 - e) Identify the author's purpose.**
 - f) Ask and answer questions.**
 - g) Draw conclusions about character and plot.**
 - h) Organize information and events logically.**
 - i) Summarize major points found in fiction materials.**
 - j) Understand basic plots of fairy tales, myths, folktales, legends, and fables.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • compare and contrast settings, characters, and events • organize information or events • summarize major points in a selection.

- 3.6 The student will continue to read and demonstrate comprehension of nonfiction.**
- a) Identify the author’s purpose.**
 - b) Make connections between previous experiences and reading selections.**
 - c) Ask and answer questions about what is read.**
 - d) Draw conclusions.**
 - e) Organize information and events logically.**
 - f) Summarize major points found in nonfiction materials.**
 - g) Identify the characteristics of biographies and autobiographies.**
 - h) Compare and contrast the lives of two persons as described in biographies and/or autobiographies.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will read and demonstrate comprehension of nonfiction print materials and trade books across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, in order to build vocabulary and content knowledge. • Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies. • Students will learn the shared characteristic of biography and autobiography: both are based on verifiable facts about real-life people. • Students will learn the distinguishing characteristics of biography and autobiography: autobiography is a type of nonfiction in which a person tells the story of his/her own life, while biography is a type of nonfiction in which a person tells the story of someone else’s life. 	<p>All students should</p> <ul style="list-style-type: none"> • demonstrate comprehension of nonfiction • demonstrate an understanding of the characteristics of biography and autobiography. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics • know the shared and distinguishing characteristics of autobiography and biography • state in their own words the main idea of a nonfiction selection • identify details that support the main idea of a nonfiction selection • organize, using graphic organizers such as a Venn diagram or time line, information by chronological sequence, by cause-effect relationship, and through comparing and contrasting • make a variety of connections with the text, such as <ul style="list-style-type: none"> ◦ connections between their own personal experiences and the text ◦ connections between the text they are reading and other texts they have read ◦ connections between what they already know about the topic and what they find in the reading that is new to them <p>CONTINUED</p>

- 3.6 The student will continue to read and demonstrate comprehension of nonfiction.**
- a) Identify the author’s purpose.**
 - b) Make connections between previous experiences and reading selections.**
 - c) Ask and answer questions about what is read.**
 - d) Draw conclusions.**
 - e) Organize information and events logically.**
 - f) Summarize major points found in nonfiction materials.**
 - g) Identify the characteristics of biographies and autobiographies.**
 - h) Compare and contrast the lives of two persons as described in biographies and/or autobiographies.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • gain meaning before, during, and after reading by <ul style="list-style-type: none"> ◦ asking and answering questions to clarify meaning ◦ understanding that sometimes two or more pieces of information need to be put together to answer a question ◦ understanding that some questions are answered directly in the text • identify the author’s purpose • summarize what they have read • draw conclusions about what they have read • compare and contrast the lives of two people described in biographies and/or autobiographies.

- 3.7 The student will demonstrate comprehension of information from a variety of print resources.**
- a) Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials.**
 - b) Use available technology.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will use print resources to gather information on a specific topic. • Students will select which resource is best for locating a specific type of information. 	<p>All students should</p> <ul style="list-style-type: none"> • understand ways to select the best resource for gathering information on a given topic. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • make decisions about which resource is best for locating a given type of information • locate selected information in glossaries, dictionaries, thesauruses, encyclopedias, atlases, and other print and online reference materials • retrieve information from electronic sources • use the Internet to find information on a given topic • use a printer to create hard copies of information retrieved from electronic sources.

At the third-grade level, students will continue to develop their writing skills. When they write letters, stories, and simple explanations, the instructional emphasis will be on paragraph development. Their sentences will become more complex, and they will learn to select details to elaborate the central idea of the paragraph. Students will revise and edit for correct sentence formation, grammar, capitalization, punctuation, and spelling. They will use their written communication skills across the curricula.

3.8 The student will write legibly in cursive.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will understand that good handwriting is an important tool of written communication. Neat and legible handwriting is well received by the reader, while messy, hard-to-read writing may lead to misunderstanding and annoyance. • Although cursive letters are often introduced in second grade, it is at the third-grade level that the transition from manuscript to cursive should be completed. • Toward this long-term goal of developing legible, neat, rapid handwriting, this standard focuses on students' developing and practicing good handwriting habits, such as proper posture, paper position, and pencil grip. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that neat, legible cursive handwriting is an important tool of written communication. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use correct letter formation • practice appropriate handwriting habits, including proper posture, position of paper, and pencil grip • learn to write neatly in cursive.

- 3.9 The student will write descriptive paragraphs.**
- a) Develop a plan for writing.**
 - b) Focus on a central idea.**
 - c) Group related ideas.**
 - d) Include descriptive details that elaborate the central idea.**
 - e) Revise writing for clarity.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to refine their writing skills by concentrating on writing paragraphs that are clearly focused on a central idea. • Students will also begin to elaborate their writing both within a sentence and across a paragraph. • Students will continue learning the features of the domains of writing and how to revise their writing for clarity. • Students will focus on providing descriptive details and develop a concept of paragraphing within multi-paragraph narrative and expository pieces. • The three domains of writing are <ul style="list-style-type: none"> ◦ composing – the structuring and elaborating a writer does to construct an effective message for readers ◦ written expression – those features that show the writer purposefully shaping and controlling language to affect readers ◦ usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse. 	<p>All students should</p> <ul style="list-style-type: none"> • understand how to plan and compose a descriptive paragraph. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • generate ideas and develop a plan for writing • focus on a central topic and group related ideas • select specific details of sight, sound, touch, taste, and smell in order to paint a verbal picture of a person, place, thing, or event • use examples from their reading as models to imitate in their writing • create verbal pictures, using precise nouns, verbs, and adjectives, that elaborate ideas within a sentence • describe events, ideas, and personal stories with accurate details and sequence • read their own writing orally to check for sentence rhythm (sentence variety) • select information that the audience will find interesting or entertaining • revise to eliminate details that do not develop the central idea • incorporate transitional (signal) words that clarify sequence, such as <i>first</i>, <i>next</i>, and <i>last</i> • apply knowledge of the writing domains of composing, written expression, and usage/mechanics.

3.10 The student will write stories, letters, simple explanations, and short reports across all content areas.

- a) Use a variety of planning strategies.**
- b) Organize information according to the type of writing.**
- c) Identify the intended audience.**
- d) Revise writing for specific vocabulary and information.**
- e) Use available technology.**

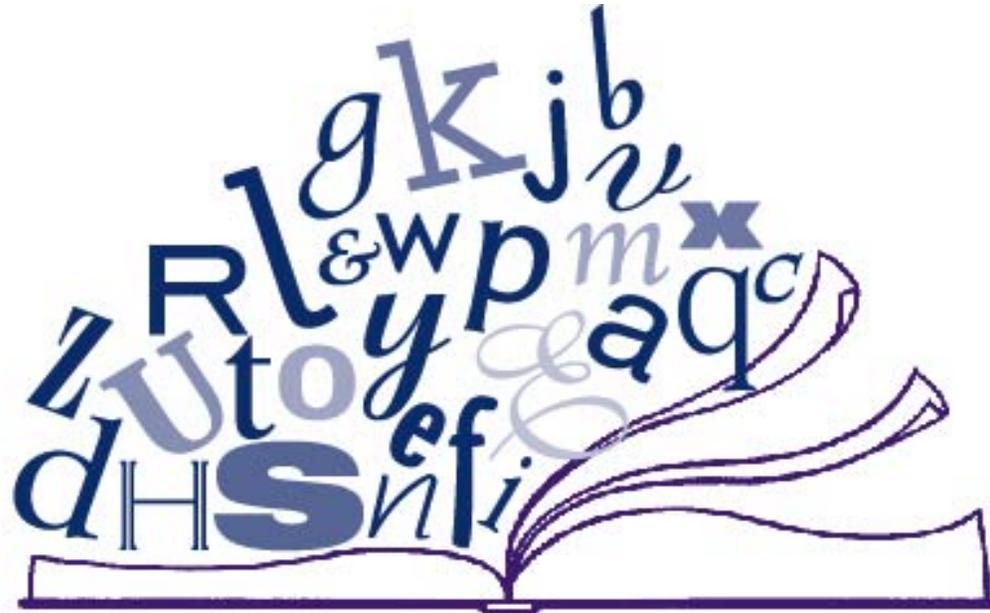
UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will develop strategies for writing. • In order to produce copies that vary in purpose, form, and audience, students need to be able to draw from a personal bank of strategies appropriate for planning, organizing, and revising their writing. 	<p>All students should</p> <ul style="list-style-type: none"> • understand how to plan and compose stories, friendly letters, simple explanations, and short reports. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • generate ideas and plan writing by <ul style="list-style-type: none"> ◦ using ideas from class brainstorming activities ◦ making lists of information ◦ talking to classmates about what to write ◦ reading texts by peer and professional authors ◦ using a cluster diagram, story map, or other graphic organizer ◦ selecting an appropriate writing form for nonfiction writing (such as explanation, directions, simple report), expressive writing (such as narrative, reflection, and letter), and creative writing (such as fiction and poetry) • identify the intended audience • follow the organization of particular forms of writing for <ul style="list-style-type: none"> ◦ stories – beginning, middle, and end ◦ letters – date, greeting, body, and closing ◦ explanations – opening; information presented in a way to show the relationship of ideas, such as chronological order; and closing ◦ short reports – opening, grouping of like information into clear paragraphs, ordering of paragraphs so that there is a logical flow of information, and closing • clarify writing when revising by including specific vocabulary and information • use available technology to write.

- 3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.**
- a) Use complete and varied sentences.
 - b) Use the word *I* in compound subjects.
 - c) Use past and present verb tense.
 - d) Use singular possessives.
 - e) Use commas in a simple series.
 - f) Use simple abbreviations.
 - g) Use apostrophes in contractions with pronouns.
 - h) Use correct spelling for high-frequency sight words, including irregular plurals.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will understand and use the editing process. • Students will identify the following parts of speech: nouns, verbs, and pronouns. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that grammatically correct language and mechanics contribute to the meaning of writing. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use complete sentences • use the word <i>I</i> in compound subjects • use past and present verb tenses • use singular possessives • use simple abbreviations • use correct spelling for frequently used words, including irregular plurals, e.g., <i>men, children</i> • punctuate correctly <ul style="list-style-type: none"> ◦ commas in a simple series ◦ apostrophes in contractions with pronouns, e.g., <i>I'd, we've</i>.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Four



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the fourth-grade level, students will apply oral communication skills to participate in discussions about learning and take part in collaborative learning projects. In order to be contributing participants in discussions, students must apply the skills involved in effectively communicating ideas and opinions, including skills such as actively listening to others and constructively agreeing or disagreeing with them. While using grammatically correct language and specific vocabulary, students will learn how to present information succinctly and confidently in oral presentations.

- 4.1 The student will use effective oral communication skills in a variety of settings.**
- a) Present accurate directions to individuals and small groups.**
 - b) Contribute to group discussions.**
 - c) Seek ideas and opinions of others.**
 - d) Use evidence to support opinions.**
 - e) Use grammatically correct language and specific vocabulary to communicate ideas.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to develop the skills needed to communicate in group settings. • Students will strengthen their communication skills by contributing to group discussions, seeking the ideas and opinions of others and beginning to use evidence to support their own personal opinions. • Students will also refine the skill of conveying accurate directions to individuals or small groups in such a way that others can follow the directions. Emphasis will be on directions for doing things that have a natural sequence or organization. 	<p>All students should</p> <ul style="list-style-type: none"> • participate effectively in discussions by <ul style="list-style-type: none"> ◦ asking clarifying questions ◦ providing explanations when necessary ◦ reflecting on the ideas and opinions of others ◦ supporting opinions with examples and details. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • give accurate directions by <ul style="list-style-type: none"> ◦ identifying the information needed by the listener ◦ organizing and sequencing the information in a logical way ◦ explaining or defining any terms that might be unfamiliar to the listener ◦ articulating the information in a clear, organized manner ◦ making connections to previous common knowledge of a group of listeners • participate in group discussions by <ul style="list-style-type: none"> ◦ offering comments that are relevant to the topic of discussion ◦ distinguishing fact from opinion ◦ supporting opinions with appropriate examples and details ◦ avoiding hindering the progress of the discussion (learning not to interrupt) ◦ taking turns speaking during a discussion ◦ asking appropriate questions to solicit knowledge and opinions of others ◦ maintaining appropriate eye contact and attentive body language while listening ◦ respecting the comments of others, especially if the comments express opinions that are different from one's own • use grammatically correct language • use specific vocabulary to enhance oral communication.

- 4.2 The student will make and listen to oral presentations and reports.
- a) Use subject-related information and vocabulary.
 - b) Listen to and record information.
 - c) Organize information for clarity.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will make formal oral presentations. • Students will organize information to make class presentations and reports. • Students will listen and take notes from other students' presentations. 	<p>All students should</p> <ul style="list-style-type: none"> • apply basic patterns of organization when preparing an oral presentation • develop the skills necessary for active listening. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • make oral presentations and reports by <ul style="list-style-type: none"> ◦ organizing information around a central idea with supporting details and using specific vocabulary ◦ creating a simple visual, such as a poster or technology-tool presentation, that helps listeners follow the presentation ◦ speaking clearly, using appropriate voice level and speaking rate • use active listening skills by <ul style="list-style-type: none"> ◦ looking at the speaker ◦ thinking about the main points the speaker is making ◦ taking notes.

At the fourth-grade level, students will build on their reading and reading-comprehension skills. They will continue to develop fluency as they use strategies such as word analysis, use of context clues, and the making of inferences to gain meaning from text. Students will use reading strategies before, during, and after reading to develop and demonstrate comprehension. The use of graphic organizers will facilitate students' understanding of text organization and will help them summarize and draw conclusions from fiction and nonfiction text. Students will read widely from content-area texts and nonfiction trade books. They will also collect information from a variety of resources in order to acquire additional knowledge about a topic. They will construct questions about their topic, gather information, and synthesize the information for use in their oral presentations and writings.

- 4.3 The student will read fiction and nonfiction with fluency and accuracy.**
- a) Use context to clarify meanings of unfamiliar words.**
 - b) Explain words with multiple meanings.**
 - c) Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words.**
 - d) Use word-reference materials, including the glossary, dictionary, and thesaurus.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to build vocabulary by applying their knowledge of word structure and context clues to determine the meanings of unfamiliar words. • Students should read about 120 words per minute in grade level material. • Students will use word reference materials to learn new words. 	<p>All students should</p> <ul style="list-style-type: none"> • use the content and structure of a sentence, paragraph, or reading selection to help determine the meaning of an unfamiliar word • use a variety of strategies and word recognition skills to read fluently • know the type of information found in word reference materials such as a glossary, dictionary, and thesaurus. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use context to clarify the meaning of unfamiliar words • use their knowledge of synonyms (words with like meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words • derive word meaning by using their knowledge of homonyms/homophones (words that are pronounced the same but are spelled differently and have different meanings), such as <i>read/red, no/know, hear/here</i> • use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one meaning (multiple meanings of words) • use context to select the applicable definition of a multiple-meaning word from a glossary or dictionary • use knowledge of word origins • identify the word reference material(s) most likely to contain needed information • read familiar text with fluency, accuracy, and expression.

- 4.4 The student will read and demonstrate comprehension of fiction.**
- a) Explain the author’s purpose.**
 - b) Describe how the choice of language, setting, and information contributes to the author’s purpose.**
 - c) Compare the use of fact and fantasy in historical fiction with other forms of literature.**
 - d) Identify major events and supporting details.**
 - e) Describe the relationship between text and previously read materials.**
 - f) Identify sensory words.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to read and comprehend fiction. • Students will become able to identify and explain the specific elements of literature for the different forms of narrative text — realistic fiction, historical fiction, and fantasy. • Students will learn how to identify major events and supporting details. • Students will also learn how authors craft their purpose and message by the choice of language, setting, and specific information. • Students will identify sensory words and describe the effect those particular words have on the reader. 	<p>All students should</p> <ul style="list-style-type: none"> • develop a variety of comprehension strategies • understand that there are different forms of fiction (realistic, historical, and fantasy). 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • explain why the author wrote the piece (identify purpose), e.g., to entertain, inform, or persuade • find words or sentences that help identify the author’s purpose • find setting details and other information that help identify the author’s purpose • know that fictional stories, such as fantasy, describe imaginary characters and events • understand that historical fiction is a story based on facts • identify the facts contained in a piece of historical fiction • compare the use of fact and fantasy in historical fiction with the use of fact and fantasy in other forms of literature • identify major events and supporting details • discuss the similarities and differences between text and previously read materials • identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel • know that narrative poetry tells a story through verse.

- 4.5 The student will read and demonstrate comprehension of nonfiction.**
- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information.**
 - b) Formulate questions that might be answered in the selection.**
 - c) Explain the author's purpose.**
 - d) Make simple inferences, using information from texts.**
 - e) Draw conclusions, using information from texts.**
 - f) Summarize content of selection, identifying important ideas and providing details for each important idea.**
 - g) Describe relationship between content and previously learned concepts or skills.**
 - h) Distinguish between cause and effect and between fact and opinion.**
 - i) Identify new information gained from reading.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will read and demonstrate comprehension of nonfiction print materials and trade books across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, in order to build vocabulary and content knowledge. • Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies. • Before reading, students will become able to use text features to predict and categorize information. • During reading, students will formulate questions and make inferences, using given information. <p>CONTINUED</p>	<p>All students should</p> <ul style="list-style-type: none"> • summarize key details of informational texts, connecting new information to prior knowledge • identify and use text features, such as headings, paragraphs, and format, to preview a text and make predictions in order to comprehend • actively ask questions, visualize, make connections, and predict as they read. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics • apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts • generate questions to guide reading of text through reading strategies, such as KWL (Ogle) or DRTA (Stauffer) • use text set in special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information • identify the important information and provide supporting details for each important idea in a selection to summarize the text by using tools such as graphic organizers, outlining, and notes • write responses that go beyond literal restatements in order to make connections to their own lives and to other selections <p>CONTINUED</p>

- 4.5 The student will read and demonstrate comprehension of nonfiction.**
- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information.**
 - b) Formulate questions that might be answered in the selection.**
 - c) Explain the author’s purpose.**
 - d) Make simple inferences, using information from texts.**
 - e) Draw conclusions, using information from texts.**
 - f) Summarize content of selection, identifying important ideas and providing details for each important idea.**
 - g) Describe relationship between content and previously learned concepts or skills.**
 - h) Distinguish between cause and effect and between fact and opinion.**
 - i) Identify new information gained from reading.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • After reading, students will summarize content by identifying important ideas and providing details. • Students will make connections between what they read in the selection and their prior knowledge. 		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • understand that nonfiction material, such as biographies and informational text, tells about real people, places, objects, and/or events • understand how written text and accompanying illustrations connect to convey meaning • explain why the author wrote the piece • combine information from various places in the text to draw a conclusion • distinguish between fact and opinion • identify cause-and-effect relationships • identify new information learned from reading • make simple inferences, using information from the text.

- 4.6 The student will demonstrate comprehension of information resources to research a topic.**
- a) Construct questions about a topic.**
 - b) Collect information, using the resources of the media center, including online, print, and media resources.**
 - c) Evaluate and synthesize information.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will use information resources to locate information on a topic. • After collecting needed information, students will learn to evaluate and synthesize the information to use in their oral reports or writings. 	<p>All students should</p> <ul style="list-style-type: none"> • formulate initial questions about a topic and seek information by identifying, locating, exploring, and effectively using a variety of sources of information • recognize, organize, and record information pertinent to the topic and blend ideas accurately. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • formulate research questions based on a topic • select and use appropriate references, such as dictionaries, atlases, almanacs, encyclopedias, and thesauruses, including online, print, and media resources • select information that is related to their topic • evaluate and combine (synthesize) related information from two or more sources • identify key terms to use in searching for information • skim to find information related to a topic.

At the fourth-grade level, students will develop and build their writing skills by writing effective narratives, poems, and explanations. They will use the writing skills of selecting and narrowing a topic, developing a plan for writing, and organizing information into several paragraphs with a central idea and supporting details. The instructional focus will include an emphasis on written expression. Revising and editing for correct sentence formation, grammar, capitalization, punctuation, and spelling will continue to be important skills at this grade level. Students will also use available technology to write their narratives and explanations.

- 4.7 The student will write effective narratives, poems, and explanations.**
- a) Focus on one aspect of a topic.**
 - b) Develop a plan for writing.**
 - c) Organize writing to convey a central idea.**
 - d) Write several related paragraphs on the same topic.**
 - e) Utilize elements of style, including word choice and sentence variation.**
 - f) Write rhymed, unrhymed, and patterned poetry.**
 - g) Use available technology.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will apply their knowledge of a writing process and the domains of writing to write effective narratives and explanations. • As students develop their understanding of poetry and its features, they will become more able to create and write rhymed, unrhymed, and patterned poetry. • The three domains of writing are <ul style="list-style-type: none"> ◦ composing – the structuring and elaborating a writer does to construct an effective message for readers ◦ written expression – those features that show the writer purposefully shaping and controlling language to affect readers ◦ usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse. 	<p>All students should</p> <ul style="list-style-type: none"> • demonstrate the capacity to generate, focus, and organize ideas for writing • revise the language, organization, and content of a piece of writing for a specific purpose. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply knowledge of the writing domains of composing, written expression, and usage/mechanics • create a plan and organize thoughts to convey a central idea before writing • focus, organize, and elaborate to construct an effective message for the reader • purposefully shape and control language to affect readers • select specific information to guide readers more purposefully through the piece • use specific vocabulary and vivid word choice • include sentences of various lengths and beginnings to create a pleasant, informal rhythm • write several related paragraphs on a topic • know that unrhymed poetry has lines ending with words that do not rhyme • write rhymed, unrhymed, and patterned poetry, such as a cinquain, limerick, and haiku • use available technology to gather information and to aid in writing.

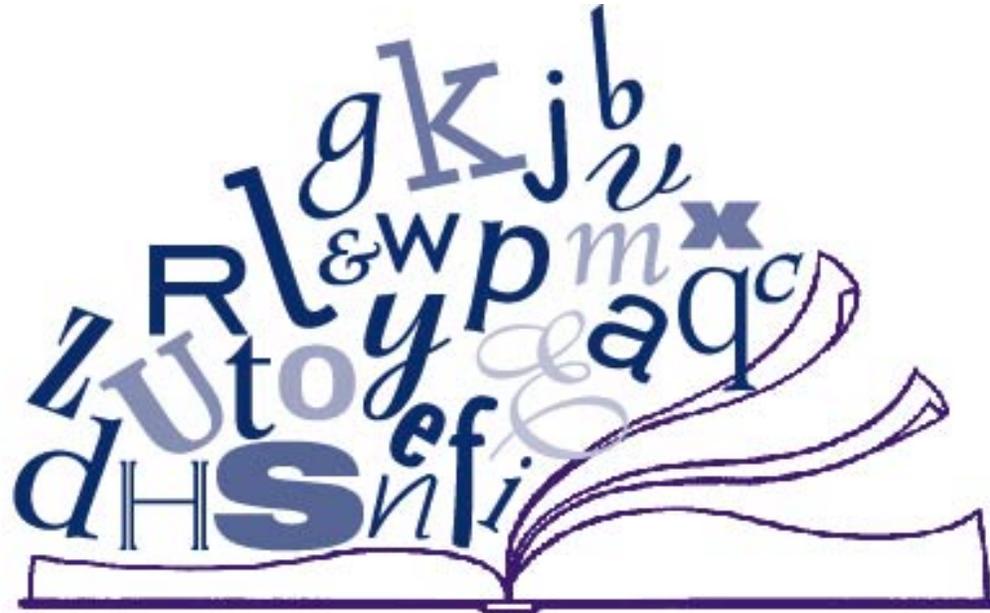
4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.

- a) Use subject-verb agreement.
- b) Include prepositional phrases.
- c) Eliminate double negatives.
- d) Use noun-pronoun agreement.
- e) Use commas in series, dates, and addresses.
- f) Incorporate adjectives and adverbs.
- g) Use the articles *a*, *an*, and *the* correctly.
- h) Use correct spelling for frequently used words, including common homophones.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will understand and use the editing process. • Students will also identify the following parts of speech; nouns, pronouns, verbs, adjectives, adverbs, and prepositions. • Students will identify the following parts of a sentence: subject, predicate, and prepositional phrase. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that grammatically correct language and mechanics contribute to the meaning of writing. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply knowledge of the writing domains of composing, written expression, and usage/mechanics • use prepositional phrases • use subject-verb agreement (singular nouns with singular verbs; plural nouns with plural verbs) • avoid the use of double negatives • use noun/pronoun agreement (pronoun agrees in number with its antecedent) • use adjectives and adverbs (use adverbs instead of adjectives where appropriate, e.g., “He played <i>really</i> well.” instead of “He played <i>real</i> well.”) • use commas in series, dates, and addresses • use the articles, <i>a</i>, <i>an</i>, and <i>the</i> correctly • use the correct spelling of frequently used words, including common homonyms/homophones, e.g., <i>threw/through</i> • use a rubric to self-assess writing.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Five



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the fifth-grade level, students will continue to refine their oral-communication skills. They will further develop their ability as active listeners and as effective participants in large- and small-group activities. They will improve their skills in planning oral presentations and using grammatically correct language and specific vocabulary when delivering oral presentations, as well as including visual aids and appropriate dramatic gestures to enhance their delivery. Students will become able to summarize their presentations before delivery and summarize the presentations of others after listening to them.

- 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.**
- a) Participate in and contribute to discussions across content areas.**
 - b) Organize information to present reports of group activities.**
 - c) Summarize information gathered in group activities.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to develop the skills necessary to participate in large- and small-group learning activities. • Students will be active participants in discussions across content areas. They will become able to assume the role of the speaker and the role of the listener. • Students will refine their organizational skills in preparing, presenting, and summarizing information gathered in group activities. • Students will also become able to summarize their own material prior to delivering a presentation. 	<p>All students should</p> <ul style="list-style-type: none"> • participate effectively in subject-related group learning activities • use their organizational skills in preparing, presenting, and summarizing information gathered in group activities. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • participate as active listeners in group learning activities by <ul style="list-style-type: none"> ◦ listening for main ideas ◦ listening for sequence of ideas ◦ taking notes • participate as informed contributors in group learning activities by <ul style="list-style-type: none"> ◦ asking and answering questions at appropriate times ◦ clarifying confusing points ◦ summarizing main ideas ◦ organizing information from group discussion for presentation ◦ preparing an outline for presentation prior to delivery ◦ summarizing a presentation orally prior to delivery.

- 5.2 The student will use effective nonverbal communication skills.**
- a) Maintain eye contact with listeners.**
 - b) Use gestures to support, accentuate, and dramatize verbal message.**
 - c) Use facial expressions to support and dramatize verbal message.**
 - d) Use posture appropriate for communication setting.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to refine their communication skills. • Students will enhance their oral presentations with appropriate body language, correct posture, and eye contact with listeners. • Students will begin to use dramatic gestures and facial expressions that are suitable to the content and the audience. 	<p>All students should</p> <ul style="list-style-type: none"> • understand how gestures, facial expressions, posture, and body language affect delivery of the message. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • demonstrate appropriate eye contact with listeners • use acceptable posture according to the setting and the audience • use dramatic gestures to support, accentuate, or dramatize the message • use appropriate facial expressions to support, accentuate, or dramatize presentations.

- 5.3 The student will make planned oral presentations.
- a) Determine appropriate content for audience.
 - b) Organize content sequentially or around major ideas.
 - c) Summarize main points before or after presentation.
 - d) Incorporate visual aids to support the presentation.
 - e) Use grammatically correct language and specific vocabulary.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will learn to plan and deliver oral presentations. 	<p>All students should</p> <ul style="list-style-type: none"> • select and organize information when preparing for an oral presentation • use visual aids when preparing for an oral presentation. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • narrow the topic • select information that develops the topic and is appropriate for the audience • organize content sequentially and group together related information • put information in order, providing an overview of the information at the beginning or a summary of the information at the end • use visual aids to illustrate information • use grammatically correct language • use specific vocabulary to enhance oral presentations.

At the fifth-grade level, students will become increasingly independent readers of a variety of literary forms. Strategies such as word analysis and the use of context clues and word references will help students increase fluency as well as comprehension. They will begin to read text critically in order to examine implied relationships and understandings, recognize how character and plot are developed, and formulate and justify opinions about the text. They will organize the information they extract from the text and represent their understandings on charts, maps, and graphs.

- 5.4 The student will read fiction and nonfiction with fluency and accuracy.**
- a) Use context to clarify meaning of unfamiliar words.**
 - b) Use knowledge of root words, prefixes, and suffixes.**
 - c) Use dictionary, glossary, thesaurus, and other word-reference materials.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to build vocabulary by applying their knowledge of word structure and context clues to determine the meanings of unfamiliar words. • Students should read about 120 words per minute in grade level material. • Students will continue to build their knowledge of word origins by learning about Greek and Latin affixes. • Students will also use word-reference materials to learn new words. 	<p>All students should</p> <ul style="list-style-type: none"> • apply knowledge of word structure and context clues to determine the meanings of unfamiliar words • read with fluency and accuracy. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use context to infer the correct meanings of unfamiliar words • apply knowledge of root words, prefixes, and suffixes • continue to learn about Greek and Latin affixes • use word references and context clues to determine which meaning is appropriate in a given situation • identify the word-reference materials, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed • understand that often a word can be divided into root word, prefix, and suffix in order to determine its pronunciation • understand how a prefix changes the meaning of a root word • read familiar text with fluency, accuracy, and expression.

- 5.5 The student will read and demonstrate comprehension of fiction.**
- a) Describe the relationship between text and previously read materials.**
 - b) Describe character development in fiction and poetry selections.**
 - c) Describe the development of plot and explain how conflicts are resolved.**
 - d) Describe the characteristics of free verse, rhymed, and patterned poetry.**
 - e) Describe how an author’s choice of vocabulary and style contributes to the quality and enjoyment of selections.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to demonstrate comprehension of a selection by using before-, during-, and after-reading strategies. • Students will become critical readers by analyzing point of view, word choice, plot, beginnings and endings, and character development. • Students will continue to further their knowledge of plot and character and their understanding of how each is developed in a literacy selection. • Students will then locate information in the text to support their predictions and conclusion. 	<p>All students should</p> <ul style="list-style-type: none"> • choose from a variety of comprehension strategies • describe character and plot development. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • understand that characters are developed by <ul style="list-style-type: none"> ◦ what is directly stated in the text ◦ their speech and actions ◦ what other characters in the story say or think about them • understand that some characters change during the story or poem and some characters stay the same • understand that the main character has a problem that usually gets resolved • identify the problem of the plot • understand that plot is developed through a series of events • identify the events in sequence that lead to resolution of the conflict • discuss why an author might have used particular words and phrases • discuss the similarities and differences between a text and previously read materials • identify the characteristics of free verse (poetry with neither regular meter nor rhyme scheme), rhymed poetry, and patterned poetry.

- 5.6 The student will read and demonstrate comprehension of nonfiction.**
- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information.**
 - b) Identify structural patterns found in nonfiction.**
 - c) Locate information to support opinions, predictions, and conclusions.**
 - d) Identify cause-and-effect relationships.**
 - e) Identify compare-and-contrast relationships.**
 - f) Skim materials to develop a general overview of content and to locate specific information.**
 - g) Identify new information gained from reading.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will read and demonstrate comprehension of nonfiction print materials and trade books across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, in order to build vocabulary and content knowledge. • Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies. • Before reading, students will become able to use text organizers to predict and categorize information. • During reading, students will formulate questions and make inferences, using given information. • After reading, students will summarize content, identify important ideas, provide details, make inferences, formulate opinions, and use writing to clarify their thinking. <p>CONTINUED</p>	<p>All students should</p> <ul style="list-style-type: none"> • preview, pose questions, and make predictions before reading • understand how the organizational patterns make the information easier to comprehend. • make connections between what they read in the selection and their prior knowledge. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics • apply prior knowledge to make predictions • use text set in special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information • identify specific information in text that supports predictions • understand how text features (e.g. formatting, graphics, diagrams, illustrations, charts, maps) make information accessible and usable • skim material to develop a general overview or to locate specific information • distinguish between fact and opinion • form opinions and draw conclusions from the selection • locate details to support opinions, predictions, and conclusions • identify structural and organizational patterns such as cause-and-effect, comparison/contrast, and chronological order • identify new information learned from reading.

- 5.6 The student will read and demonstrate comprehension of nonfiction.**
- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information.**
 - b) Identify structural patterns found in nonfiction.**
 - c) Locate information to support opinions, predictions, and conclusions.**
 - d) Identify cause-and-effect relationships.**
 - e) Identify compare-and-contrast relationships.**
 - f) Skim materials to develop a general overview of content and to locate specific information.**
 - g) Identify new information gained from reading.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Interactions between reader and text will become more sophisticated and deliberate as students make inferences, formulate opinions, and use writing to clarify their thinking. 		

- 5.7 The student will demonstrate comprehension of information from a variety of print resources.**
- a) Develop notes that include important concepts, summaries, and identification of information sources.**
 - b) Organize information on charts, maps, and graphs.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to expand their understanding of how to use print resources to locate information. 	<p>All students should</p> <ul style="list-style-type: none"> • organize and record information in order to blend ideas from a variety of print resources. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • take notes from a variety of print resources • identify source of information • summarize important concepts • organize information, using visual representations, such as charts, maps, and graphs.

At the fifth-grade level, students will continue to grow as writers, experimenting with new modes and purposes. They will spend more time on revising and editing their work as they gain greater understanding of written expression. Precise and descriptive vocabulary and varied sentence structure will become important tools for creating tone and voice within a text. Students will be expected to have greater control over the conventions of writing, including sentence formation, grammar, capitalization, spelling, and punctuation.

5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.

- a) **Choose planning strategies for various writing purposes.**
- b) **Organize information.**
- c) **Demonstrate awareness of intended audience.**
- d) **Use precise and descriptive vocabulary to create tone and voice.**
- e) **Vary sentence structure.**
- f) **Revise writing for clarity.**
- g) **Use available technology to access information.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to write as a method of communication and as a means of expressing themselves. • Students will organize their thoughts and choose appropriate vocabulary to convey their message effectively. • There will be a continued emphasis on the students' ability to shape and control language purposefully and to master the features of the composing and written expression domains. • Voice shows an author's personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. • The three domains of writing are <ul style="list-style-type: none"> ◦ composing – the structuring and elaborating a writer does to construct an effective message for readers ◦ written expression – those features that show the writer purposefully shaping and controlling language to affect readers ◦ usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse. 	<p>All students should</p> <ul style="list-style-type: none"> • plan and organize information as they write for a variety of purposes • use precise, descriptive vocabulary and vary sentence structure as they revise for clarity. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply knowledge of the writing domains of composing, written expression, and usage/mechanics • create a plan, and organize thoughts before writing • focus, organize, and elaborate to construct an effective message for the reader • purposefully shape and control language to demonstrate an awareness of the intended audience • select specific information to guide readers more purposefully through the piece • choose precise descriptive vocabulary and information to create tone and voice • include sentences of various lengths and beginnings to create a pleasant, informal rhythm • clarify writing when revising • use available technology to gather information and to aid in writing.

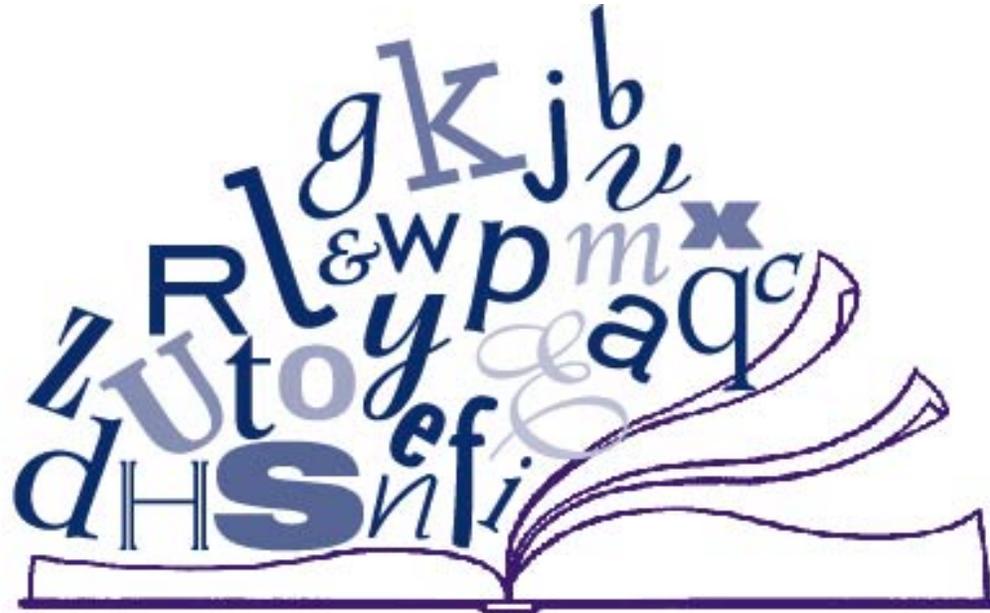
5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.

- a) Use plural possessives.
- b) Use adjective and adverb comparisons.
- c) Identify and use interjections.
- d) Use apostrophes in contractions and possessives.
- e) Use quotation marks with dialogue.
- f) Use commas to indicate interrupters and in the salutation and closing of a letter.
- g) Use a hyphen to divide words at the end of a line.
- h) Edit for clausal fragments, run-on sentences, and excessive coordination.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will understand and use the editing process. • Students will work to gain more control over the conventions of writing, including composing effective sentences, spelling, capitalization, and punctuation. • Students will also identify the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, and interjections. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • punctuate correctly <ul style="list-style-type: none"> ◦ apostrophes in contractions, such as <i>isn't</i>, and possessives, such as <i>Jan's</i>. ◦ commas ◦ quotation marks ◦ commas in the salutation and closing of a letter ◦ hyphens to divide words at the end of a line • use adverb comparisons, such as <i>fast, faster, fastest</i> • use adjective comparisons, such as <i>big, bigger, biggest</i> • use adverbs instead of adjectives where appropriate, e.g., “He played <i>really</i> well.” instead of “He played <i>real</i> well.” • use plural possessives, e.g., “The <i>books'</i> covers are torn.” • identify and use interjections, e.g., such as “<i>Oh my, look at the size of that bug!</i>” • avoid fragments (Use of clausal fragments, such as “<i>Although he was not supposed to go out of the house.</i>”, is not penalized in direct writing at this level.) • avoid run-ons, e.g., “<i>I opened the door, the dog went out.</i>” • avoid excessive coordination, e.g., “<i>I opened the door and the dog went out and he chased the cat and then he came back inside.</i>”

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Six



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the sixth-grade level, students will participate in small group and classroom discussions. They will express personal opinions and come to understand not only differing points of view but also the differences between facts and opinions. Small-group analysis and self-analysis of the effectiveness of communication will be introduced. When students speak formally and informally in small groups or individual presentations, grammatically correct English will be the expectation.

6.1 The student will analyze oral participation in small-group activities.

- a) Communicate as leader and contributor.
- b) Evaluate own contributions to discussions.
- c) Summarize and evaluate group activities.
- d) Analyze the effectiveness of participant interactions.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will use oral language effectively. • Students will evaluate the effectiveness of the contributions of participants in a variety of roles in a discussion group. 	<p>All students should</p> <ul style="list-style-type: none"> • interact as both group leader and member • use verbal and nonverbal feedback from the audience to evaluate their own contributions • process and verbalize the content and impact of each participant's contribution to a discussion. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • ensure that all group members participate in the exchange of information • use strategies that contribute to the discussion • receive and understand feedback from the others • respond to questions • relate and retell information • restate briefly and critically the main idea(s) or theme(s) discussed within a group • focus on what is said and what is implied • summarize what is heard • retain and rethink what is heard • infer and assimilate new ideas • use a checklist and/or rubric to evaluate participation of self and others.

- 6.2 The student will listen critically and express opinions in oral presentations.
- a) Distinguish between fact and opinion.
 - b) Compare and contrast viewpoints.
 - c) Present a convincing argument.
 - d) Paraphrase what is heard.
 - e) Summarize what is heard.
 - f) Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will refine and apply critical listening skills while participating in oral presentations as both the speaker and members of the audience. • Students will put forth convincing arguments and compare and contrast viewpoints. • Students will paraphrase and summarize what they have heard, using grammatically correct language and appropriate vocabulary. 	<p>All students should</p> <ul style="list-style-type: none"> • recognize that facts can be verified and that opinions cannot • recognize that each member brings to the group a viewpoint reflective of his or her background • paraphrase by putting into their own words what has been said by others • summarize by restating the main points more succinctly than the original presentation • organize a presentation. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • take two-column notes when listening to record facts/opinions or two differing viewpoints • organize convincing arguments to include <ul style="list-style-type: none"> ◦ facts ◦ statistics ◦ examples ◦ expert authority ◦ logical reasoning • restate what others have said • plan and deliver an oral presentation, using the following steps: <ul style="list-style-type: none"> ◦ determine topic and purpose ◦ identify the intended audience ◦ gather information ◦ organize the information with outlines, file cards, or graphic organizers ◦ create visual aids ◦ choose vocabulary appropriate to purpose and audience ◦ phrase with grammatically correct language ◦ practice delivery • use rules and strategies for summarizing, such as the following: <ul style="list-style-type: none"> ◦ delete trivia and redundancy ◦ substitute a general term for a list ◦ find or create a main idea statement.

At the sixth-grade level, students will expand the study of roots and affixes as well as the use of context to develop independence in vocabulary acquisition. Analogies and figurative language will be introduced. Students will read independently and in groups for appreciation and comprehension of a variety of fiction, nonfiction, and poetry. Both classic and recent works will be included. Students will apply critical reading and reasoning skills across the content areas, including history and social science, science, and mathematics.

- 6.3 The student will read and learn the meanings of unfamiliar words and phrases.
- Identify word origins, derivations, and inflections.
 - Identify analogies and figurative language.
 - Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
 - Use word-reference materials.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will become independent learners of vocabulary. Students will be exposed to prefixes, suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts may be related to each other in meaning and origin. Figurative language and analogies will be introduced and the use of context to help determine the meaning of unfamiliar words will be continued. Students will develop independence with reference books to determine meaning, pronunciation, and origin of words. 	<p>All students should</p> <ul style="list-style-type: none"> use word structure to analyze and show relationships among words identify internal and external inflections which may alter meaning and pronunciation recognize the relationships commonly used to create analogies recognize that many words have multiple meanings and that context and dictionaries are both supportive in determining which meaning is most appropriate recognize that figurative language enriches text. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating <i>poly</i> from <i>polygon</i> and <i>phone</i> from <i>telephone</i> to predict the meaning of <i>polyphony</i> notice relationships among inflected words, such as <i>proceed</i> and <i>procession</i> or <i>internal</i> and <i>internalization</i> recognize relationships common to analogy construction <ul style="list-style-type: none"> synonyms – small: little antonyms – up: down object/action – ear: hear source/product – tree: lumber part/whole – paw: dog animal/habitat – bee: hive use context clues to determine meanings of unfamiliar words in text, such as <ul style="list-style-type: none"> examples restatements contrast identify figurative language in text, including <ul style="list-style-type: none"> simile – figures of speech that use the words <i>like</i> or <i>as</i> to make comparisons hyperbole – intentionally exaggerated figures of speech <p>CONTINUED</p>

- 6.3 The student will read and learn the meanings of unfamiliar words and phrases.**
- a) Identify word origins, derivations, and inflections.**
 - b) Identify analogies and figurative language.**
 - c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.**
 - d) Use word-reference materials.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use word reference materials, including <ul style="list-style-type: none"> ◦ dictionaries ◦ thesauruses ◦ glossaries ◦ online sources.

- 6.4 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.
- Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
 - Use knowledge of narrative and poetic structures to aid comprehension and predict outcomes.
 - Describe the images created by language.
 - Describe how word choice and imagery contribute to the meaning of a text.
 - Describe cause-effect relationships and their impact on plot.
 - Use information stated explicitly in the text to draw conclusions and make inferences.
 - Explain how character and plot development are used in a selection to support a central conflict or story line.
 - Paraphrase and summarize the main points in the text.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will read at and beyond the literal level in a variety of genres, including fiction, narrative nonfiction, and poetry, and understand the structures and characteristics of stories and poems. Students will become independent readers of age-appropriate text and will activate background knowledge and summarize or paraphrase text to demonstrate understanding. Imagery is the use of words to recreate sensory impressions. Verbal imagery is most often visual, but imagery may also be words that recreate sound, smell, taste, or touch impressions. 	<p>All students should</p> <ul style="list-style-type: none"> recognize an author's choice of words and images identify and define the elements of narrative structure understand that fiction includes a variety of genres, including short story, novel, folk literature, and drama understand that narrative nonfiction includes biography, autobiography, and personal essay understand that poetry can be rhymed, unrhymed, and/or patterned differentiate between narrative and poetic forms <p>CONTINUED</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> understand setting as time, place, and duration in a story understand plot as <ul style="list-style-type: none"> the development of the central conflict and resolution the sequence of events in the story the writer's map for what happens, how it happens, to whom it happens, and when it happens understand that character traits are revealed by <ul style="list-style-type: none"> what a character says what a character thinks what a character does how other characters respond to the character understand internal and external conflicts in stories, including <ul style="list-style-type: none"> internal conflicts within characters external conflicts between characters changes in characters as a result of conflicts and resolutions in the plot <p>CONTINUED</p>

- 6.4 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.
- Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
 - Use knowledge of narrative and poetic structures to aid comprehension and predict outcomes.
 - Describe the images created by language.
 - Describe how word choice and imagery contribute to the meaning of a text.
 - Describe cause-effect relationships and their impact on plot.
 - Use information stated explicitly in the text to draw conclusions and make inferences.
 - Explain how character and plot development are used in a selection to support a central conflict or story line.
 - Paraphrase and summarize the main points in the text.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	<p>All students should</p> <ul style="list-style-type: none"> • understand that imagery and figurative language enrich texts • recognize an author's craft as the purposeful choice of vocabulary, sentence formation, voice, and tone • recognize an author's theme(s) <p>CONTINUED</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • notice an author's craft, including use of <ul style="list-style-type: none"> ◦ language patterns ◦ sentence variety ◦ vocabulary ◦ imagery ◦ figurative language • recognize and author's use of <ul style="list-style-type: none"> ◦ simile – figures of speech that use the words <i>like</i> or <i>as</i> to make comparisons ◦ hyperbole – intentionally exaggerated figures of speech • recognize poetic elements in prose and poetry, including <ul style="list-style-type: none"> ◦ rhyme – recurring identical or similar final word sounds within or at the ends of lines of verse, e.g., <i>farm/harm</i> ◦ rhythm – the recurring pattern of strong and weak syllabic stresses ◦ repetition – repeated use of sounds, words, or ideas for effect and emphasis ◦ alliteration – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i> ◦ onomatopoeia – the use of a word whose sound suggests its meaning, e.g., <i>buzz</i> <p>CONTINUED</p>

- 6.4 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.
- Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
 - Use knowledge of narrative and poetic structures to aid comprehension and predict outcomes.
 - Describe the images created by language.
 - Describe how word choice and imagery contribute to the meaning of a text.
 - Describe cause-effect relationships and their impact on plot.
 - Use information stated explicitly in the text to draw conclusions and make inferences.
 - Explain how character and plot development are used in a selection to support a central conflict or story line.
 - Paraphrase and summarize the main points in the text.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	<p>All students should</p> <ul style="list-style-type: none"> • recognize poetic forms, including <ul style="list-style-type: none"> ◦ haiku – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature ◦ limerick – a 5-line, rhymed, rhythmic verse, usually humorous ◦ ballad – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain ◦ free verse – poetry with neither regular meter nor rhyme scheme. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use strategies for summarizing, such as <ul style="list-style-type: none"> ◦ story maps ◦ Somebody...Wanted...But...So • use graphic organizers, such as flow charts or story maps, to record plot elements that illustrate cause-and-effect relationships and plot development • use graphic organizers, such as two-column notes and Venn diagrams, to record changes in characters as a result of incidents in the plot • use graphic organizers, such as “It says...I say,” to record clues in the text and inferences or conclusions made by the reader as a result of those clues.

- 6.5 The student will read and demonstrate comprehension of a variety of informational selections.**
- a) Identify questions to be answered.**
 - b) Make, confirm, or revise predictions.**
 - c) Use context to determine meanings of unfamiliar words and technical vocabulary.**
 - d) Draw conclusions and make inferences based on explicit and implied information.**
 - e) Organize the main idea and details to form a summary.**
 - f) Compare and contrast information about one topic contained in different selections.**
 - g) Select informational sources appropriate for a given purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will read and comprehend at and beyond the literal level in a variety of informational texts. • Teachers will model higher-order thinking processes with materials at or below the students' instructional reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level. • Students will become independent and knowledgeable about the use of libraries and technology for doing research. <p>CONTINUED</p>	<p>All students should</p> <ul style="list-style-type: none"> • activate prior knowledge before reading • be strategic before, during, and after reading • recognize an author's patterns of organization • recognize an author's use and clarification of technical vocabulary • use graphic organizers to organize and summarize text • read beyond the printed text to understand the message stated or implied by an author • select appropriate sources of information based on the purpose for reading <p>CONTINUED</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • activate prior knowledge before reading by use of <ul style="list-style-type: none"> ◦ small-group or whole-class discussion ◦ anticipation guides ◦ preview of key vocabulary • pose questions prior to and during the reading process based on text features such as <ul style="list-style-type: none"> ◦ boldface and/or italics type ◦ type set in color ◦ vocabulary ◦ graphics or photographs ◦ headings and subheadings • predict and then read to validate or revise the prediction(s) • identify clue words and phrases that help unlock meaning of unfamiliar and technical terms • comprehend, record, and remember details and/or facts in order to arrive at a conclusion or generalization <p>CONTINUED</p>

- 6.5 The student will read and demonstrate comprehension of a variety of informational selections.**
- a) Identify questions to be answered.**
 - b) Make, confirm, or revise predictions.**
 - c) Use context to determine meanings of unfamiliar words and technical vocabulary.**
 - d) Draw conclusions and make inferences based on explicit and implied information.**
 - e) Organize the main idea and details to form a summary.**
 - f) Compare and contrast information about one topic contained in different selections.**
 - g) Select informational sources appropriate for a given purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Specific and helpful clues in the context include <ul style="list-style-type: none"> ◦ definitions, which define words within the text ◦ signal words, which alert readers that explanations or examples follow ◦ direct explanations, which explain terms as they are introduced ◦ synonyms, which provide a more commonly used term ◦ antonyms, which contrast words with their opposites ◦ inferences, which imply meaning and help readers deduce meaning • Teachers will collaborate to help students apply reading skills in a variety of content texts. 	<p>All students should</p> <ul style="list-style-type: none"> • use a variety of strategies, including context, structural analysis, and reference sources, for determining the meaning of unfamiliar and technical vocabulary • read in order to gather, organize, and restate information for written and oral presentations. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • recognize common patterns of organizing text <ul style="list-style-type: none"> ◦ chronological or sequential ◦ comparison/contrast ◦ cause-and-effect ◦ problem-solution ◦ generalization or principle • use graphic organizers to show similarities and differences in the information found in several sources about the same topic • use strategies and rules for summarizing, such as the following: <ul style="list-style-type: none"> ◦ delete trivia and redundancy ◦ substitute a general term for a list ◦ find or create a main idea statement • understand and use the references available in the classroom, school, and public libraries, including <ul style="list-style-type: none"> ◦ general and specialized dictionaries ◦ thesauruses ◦ atlases and globes ◦ general and specialized encyclopedias ◦ directories ◦ general and specialized (or subject-specific) databases ◦ Internet resources, as appropriate for school use.

At the sixth-grade level, students will plan, draft, revise, and edit narratives, descriptions, and explanations with attention to composition and written expression as well as sentence formation, usage, and mechanics. They will use writing as a tool for learning academic concepts as well as for expressive purposes. They will use technology as available and appropriate.

- 6.6 The student will write narratives, descriptions, and explanations.
- Use a variety of planning strategies to generate and organize ideas.
 - Establish central idea, organization, elaboration, and unity.
 - Select vocabulary and information to enhance the central idea, tone, and voice.
 - Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
 - Revise writing for clarity.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will demonstrate an awareness of audience and use a process for writing as they produce narrative, descriptive, and explanatory pieces. Teachers will focus direct instruction on all three domains of writing: <ul style="list-style-type: none"> composing – the structuring and elaborating a writer does to construct an effective message for readers written expression – those features that show the writer purposefully shaping and controlling language to affect readers usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse. Students will apply a process for writing, including planning, drafting, revising, proofreading, editing, and publishing. Good writing includes elaboration, i.e., use of descriptive details and examples, within sentences to give detail and depth to an idea and across paragraphs to continue the flow of an idea throughout a piece. <p>CONTINUED</p>	<p>All students should</p> <ul style="list-style-type: none"> use prewriting strategies to select and narrow topics compose with attention to <ul style="list-style-type: none"> central idea unity elaboration organization craft writing purposefully with attention to <ul style="list-style-type: none"> deliberate word choice precise information and vocabulary sentence variety tone and voice elaborate writing to continue the flow from idea to idea without interruption select vocabulary and tone with awareness of audience and purpose revise drafts for improvement, using teacher assistance, peer collaboration, and growing independence. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use selected prewriting techniques, such as <ul style="list-style-type: none"> brainstorming webbing mapping clustering listing organizing graphically questioning outlining elaborate to <ul style="list-style-type: none"> give detail add depth continue the flow of an idea <p>CONTINUED</p>

- 6.6 The student will write narratives, descriptions, and explanations.
- Use a variety of planning strategies to generate and organize ideas.
 - Establish central idea, organization, elaboration, and unity.
 - Select vocabulary and information to enhance the central idea, tone, and voice.
 - Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
 - Revise writing for clarity.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Voice shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. Tone is used to express an author’s attitude toward the topic. A writing process is nonlinear: returning to prewriting strategies or drafting at any point in the process may help the writer clarify and elaborate a drafted piece. 		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> incorporate variety into sentences, using appropriate <ul style="list-style-type: none"> coordination – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions subordination – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions understand that revising to improve a draft includes <ul style="list-style-type: none"> rereading reflecting rethinking rewriting.

- 6.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.
- Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - Use subject-verb agreement with intervening phrases and clauses.
 - Use pronoun-antecedent agreement to include indefinite pronouns.
 - Maintain consistent tense inflections across paragraphs.
 - Choose adverbs to describe verbs, adjectives, and other adverbs.
 - Use correct spelling for frequently used words.

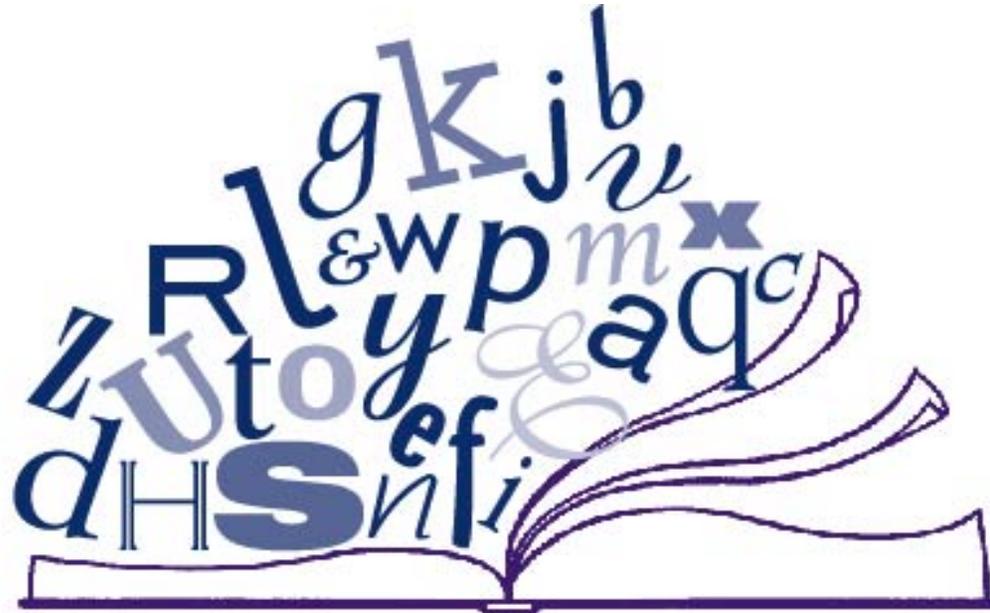
UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary school level. Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader. Students will understand that the conventions of correct language are an integral part of the writing process and their proper use is a courtesy to the reader. Indefinite pronouns refer to a person(s) or thing(s) not specifically named and include <i>all, any, anyone, both, each, either, everybody, many, none, nothing</i>. A diagram of a sentence is a tool used to increase the understanding of the structure of a sentence. 	<p>All students should</p> <ul style="list-style-type: none"> proofread and edit drafts with teacher assistance, peer collaboration, and growing independence differentiate between subjects and objects when choosing pronouns understand that pronouns need to have recognizable antecedents that agree in number and gender use reference sources to differentiate among homophones and easily confused words, e.g., <i>a lot/allot, effect/affect, bored/board</i> replace colloquial expressions, e.g., <i>I could of rode my bike.</i>, with correct usage, e.g., <i>I could have ridden my bike.</i> 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use complete sentences with appropriate punctuation avoid comma splices and fused sentences avoid using coordinating conjunctions at the beginning of a sentence, e.g., <i>and, so</i> diagram simple sentences with prepositional phrases use singular verbs with singular subjects and plural verbs with plural subjects, e.g., <i>The driver of the bus full of children drives very carefully. The students in the class discuss many topics.</i> use reference sources to select the correct spelling and usage of such words as <i>their, there, and they're</i> use first person pronouns appropriately in compound subjects and objects, e.g., <i>John and I went to the store. Mother gave presents to Jim and me.</i> choose adjectives and adverbs appropriately, e.g., <i>He is a good student. He does really well in all his studies.</i> capitalize language classes or classes followed by a number, e.g., <i>French, Algebra II</i> <p>CONTINUED</p>

- 6.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.
- Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - Use subject-verb agreement with intervening phrases and clauses.
 - Use pronoun-antecedent agreement to include indefinite pronouns.
 - Maintain consistent tense inflections across paragraphs.
 - Choose adverbs to describe verbs, adjectives, and other adverbs.
 - Use correct spelling for frequently used words.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> capitalize <i>mom</i> and <i>dad</i> only when those titles replace names or are used as proper nouns, e.g., <i>My mom told me to go to bed, and I replied, "No, Mom, I don't want to."</i> punctuate and format dialogue hyphenate words between syllables when they must be split at the ends of lines understand the use of the apostrophe for contractions and possessives maintain a consistent verb tense within sentences and throughout and across paragraphs.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Seven



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the seventh-grade level, students will continue to develop oral communication skills and will become more aware of the effects of verbal and nonverbal behaviors in oral communications. Knowledge of the media and its impact on public opinion will be introduced.

- 7.1 The student will give and seek information in conversations, in group discussions, and in oral presentations.
- Use oral vocabulary and style appropriate for listeners.
 - Communicate ideas and information orally in an organized and succinct manner.
 - Ask probing questions to seek elaboration and clarification of ideas.
 - Make supportive statements to communicate agreement with or acceptance of others' ideas.
 - Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will participate effectively in formal and informal classroom conversations and understand the requirements and uses of standard social conventions in conversations and presentations. Students will express opinions forthrightly yet respectfully, demonstrating interest in and respect for the opinions of others. Students will use grammatically correct language. 	<p>All students should</p> <ul style="list-style-type: none"> understand and demonstrate appropriate audience behavior prepare and deliver oral presentations participate effectively in group discussions and presentations show awareness of audience, topic, and purpose. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> contribute relevant ideas, opinions, and feelings in large and small groups offer and seek summary statements select vocabulary, tone, and style with audience in mind state points clearly and directly maintain a focused discussion ask questions in order to encourage discussion and foster understanding provide feedback to other group members.

- 7.2 The student will identify the relationship between a speaker's verbal and nonverbal messages.
- Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice.
 - Use nonverbal communication skills, such as eye contact, posture, and gestures.
 - Compare/contrast a speaker's verbal and nonverbal messages.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will use verbal and nonverbal communication to contribute to discussions. Students will support other members of the group in making contributions in order to facilitate group interaction. 	<p>All students should</p> <ul style="list-style-type: none"> exhibit confidence when speaking exhibit courtesy when listening use appropriate facial expressions, posture, and gestures to indicate listening. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use appropriate facial expressions and gestures or motions to add to what is being said use proper posture and stance when speaking identify whether or not a nonverbal message complements the spoken message match vocabulary, tone, and volume to the audience, purpose, and topic of the message.

- 7.3 The student will describe persuasive messages in nonprint media, including television, radio, and video.
- Identify persuasive technique used.
 - Distinguish between fact and opinion.
 - Describe how word choice conveys viewpoint.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will identify persuasive techniques used in the media, including <ul style="list-style-type: none"> ◦ name calling or innuendo – creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language ◦ glittering generalities or card stacking – telling only part of the truth; generalizing from a shred of evidence ◦ bandwagon – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd ◦ testimonials – using the declaration of a famous person or authoritative expert to give heightened credibility ◦ appeal to prestige, snobbery, or plain folks – using a spokesperson who appeals to the audience: a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience ◦ appeal to emotions – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that facts can be verified and opinions cannot • distinguish fact from opinion • identify the effect of persuasive messages on the audience • notice use of persuasive language and connotations to convey viewpoint. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify persuasive techniques in the media • identify opinions in the media • identify facts in the media • describe the effect on the audience of persuasive messages in the media • identify effective word choice in the media • identify viewpoint in the media.

At the seventh-grade level, students will continue the study of roots and affixes for vocabulary development and begin a study of figurative language. Connotations and analogies will be introduced. They will read and understand information from various sources including a variety of fiction, nonfiction, and poetry. They will continue to read for appreciation and comprehension in both classic and recent works. Students will apply critical reading and reasoning skills across the content areas, including history and social science, science, and mathematics.

- 7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases.
- Use roots and affixes to expand vocabulary.
 - Recognize analogies and figurative language.
 - Identify connotations.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will become independent learners of vocabulary. Students will come to understand prefixes, suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts are frequently related to each other in origin and meaning. Students will begin the study of figurative language and analogies and continue to use the context to help determine the meaning of words. Students will begin to notice connotations of words and use reference books and context to determine the nuances of connotative language. 	<p>All students should</p> <ul style="list-style-type: none"> use word structure to analyze and find relationships among words recognize internal and external inflections that change meaning and pronunciation recognize relationships used to create analogies recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning recognize that figurative language and analogy enrich text. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating <i>dent</i> from <i>dentist</i> and <i>fric</i> from <i>friction</i> to predict the meaning of <i>dentifrice</i> recognize and apply relationships common to analogy construction <ul style="list-style-type: none"> purpose – chair: sit cause/effect – sun: burn sequence – day: week characteristic – snow: cold product – tree: lumber degree – warm: hot recognize that synonyms may have connotations, e.g., <i>elderly</i> and <i>mature</i>; <i>youthful</i> and <i>juvenile</i> recognize, understand, and use figures of speech, including <ul style="list-style-type: none"> simile – figure of speech that uses the words <i>like</i> or <i>as</i> to make comparisons personification – figure of speech that applies human characteristics to non-human objects hyperbole – intentionally exaggerated figure of speech.

- 7.5 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.**
- Describe setting, character development, plot structure, theme, and conflict.**
 - Compare and contrast forms, including short stories, novels, plays, folk literature, poetry, essays, and biographies.**
 - Describe the impact of word choice, imagery, and poetic devices.**
 - Explain how form, including rhyme, rhythm, repetition, line structure, and punctuation, conveys the mood and meaning of a poem.**
 - Draw conclusions based on explicit and implied information.**
 - Make inferences based on explicit and implied information.**
 - Summarize text.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will begin to analyze text including fiction, narrative nonfiction, and poetry. Students will understand the interrelationship of setting, plot, theme, style, and form and recognize how an author’s craft makes an impact on readers. Students will compare and contrast narrative and poetic forms and recognize poetic devices in prose and poetry. Students will read at and beyond the literal level, including making inferences – making judgments or drawing conclusions based on what an author has implied. The initiating event is the incident that introduces the central conflict in a story; it may have occurred before the opening of the story. <p>CONTINUED</p>	<p>All students should</p> <ul style="list-style-type: none"> recognize that authors make choices to create stories understand that language has an impact on readers make inferences and draw conclusions based on information supplied by an author combined with the reader’s own background knowledge use strategies and graphic organizers to summarize and analyze text <p>CONTINUED</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> understand the elements of story, including <ul style="list-style-type: none"> setting – time, place, and duration character(s) external conflicts, such as <ul style="list-style-type: none"> individual vs. individual individual vs. nature individual vs. society individual vs. supernatural individual vs. technology internal conflict – individual vs. self plot – development of the central conflict, including <ul style="list-style-type: none"> initiating event rising action climax falling action resolution theme <p>CONTINUED</p>

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 - Make inferences based on explicit and implied information.
 - Summarize text.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Voice shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. Mood refers to the emotional atmosphere produced by an author’s use of language. 	<p>All students should</p> <ul style="list-style-type: none"> identify poetic forms, including <ul style="list-style-type: none"> haiku – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature limerick – a 5-line, rhymed, rhythmic verse, usually humorous ballad – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain free verse – poetry with neither regular meter nor rhyme scheme couplet – a pair of rhyming lines quatrain – a stanza containing four lines <p>CONTINUED</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use graphic organizers, such as “It says...I say,” to record clues in the text and inferences or conclusions made by the reader as a result of those clues understand characterization as the way an author presents a character and reveals character traits by <ul style="list-style-type: none"> what a character says what a character thinks what a character does how other characters respond to the character understand an author’s choice and use of literary devices, including <ul style="list-style-type: none"> foreshadowing – the use of clues to hint at coming events in a story irony – the contrast between expectation and reality; between what is said and what is meant; between what appears to be true and what really is true <p>CONTINUED</p>

- 7.5 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.**
- a) Describe setting, character development, plot structure, theme, and conflict.**
 - b) Compare and contrast forms, including short stories, novels, plays, folk literature, poetry, essays, and biographies.**
 - c) Describe the impact of word choice, imagery, and poetic devices.**
 - d) Explain how form, including rhyme, rhythm, repetition, line structure, and punctuation, conveys the mood and meaning of a poem.**
 - e) Draw conclusions based on explicit and implied information.**
 - f) Make inferences based on explicit and implied information.**
 - g) Summarize text.**

<p>UNDERSTANDING THE STANDARD (Teacher Notes)</p>	<p>ESSENTIAL UNDERSTANDINGS</p>	<p>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</p>
	<p>All students should</p> <ul style="list-style-type: none"> • read, understand, and differentiate the characteristics and narrative structures of <ul style="list-style-type: none"> ◦ short stories ◦ novels ◦ folk literature <ul style="list-style-type: none"> - tales - myths - legends - fables ◦ plays ◦ personal essays ◦ biographies and autobiographies. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • understand and analyze elements of an author’s style, including <ul style="list-style-type: none"> ◦ word choice ◦ sentence structure and language patterns ◦ imagery – the use of words to create sensory impressions — most often visual impressions but may be sound, smell, taste, or touch impressions ◦ figurative language – text enriched by word images and figures of speech • use strategies for summarizing, such as <ul style="list-style-type: none"> ◦ story maps ◦ Somebody...Wanted...But...So <p>CONTINUED</p>

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 - Make inferences based on explicit and implied information.
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • recognize an author’s choice of poetic devices, including <ul style="list-style-type: none"> ◦ rhyme – recurring identical or similar final word sounds within or at the ends of lines of verse ◦ rhythm – the recurring pattern of strong and weak syllabic stresses ◦ meter – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm ◦ repetition – repeated use of sounds, words, or ideas for effect and emphasis ◦ alliteration – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i> ◦ assonance – repetition of vowel sounds, e.g., <i>mad hatter</i> ◦ consonance – repetition of final consonant sounds, e.g., <i>east/west</i> ◦ onomatopoeia – the use of a word whose sound suggests its meaning, e.g., <i>clatter</i>.

- 7.6 The student will read and demonstrate comprehension of a variety of informational texts.
- Use knowledge of text structures to aid comprehension.
 - Use knowledge of words and phrases that signal an author's organizational pattern to aid comprehension.
 - Distinguish fact from opinion in newspapers, magazines, and other print media.
 - Identify the source, viewpoint, and purpose of texts.
 - Describe how word choice and language structure convey an author's viewpoint.
 - Summarize what is read.
 - Organize and synthesize information for use in written and oral presentations.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will read and comprehend at and beyond the literal level in a variety of informational sources. Students will use and understand the internal and external text structures common to textbooks and other informational text. An author's viewpoint refers to his or her bias or subjectivity toward the subject. Teachers will model the higher-order thinking processes with materials below the independent reading level of students. Students will work collaboratively and with teacher support to move toward higher-order thinking with instructional level materials. Synthesis involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts. 	<p>All students should</p> <ul style="list-style-type: none"> activate prior knowledge before reading make predictions prior to and during the reading process choose graphic organizers based on the internal text structure most prevalent in the text use the reading process to predict, question, clarify, infer, organize, compare, summarize, and synthesize recognize an author's purpose: <ul style="list-style-type: none"> to entertain to inform to persuade notice use of connotations and persuasive language to convey viewpoint <p>CONTINUED</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> activate prior knowledge before reading by use of <ul style="list-style-type: none"> small-group or whole-class discussion anticipation guides preview of key vocabulary use external textual aids to enhance comprehension <ul style="list-style-type: none"> boldface and/or italics type type set in color underlining indentation sidebars illustrations, graphics, and photographs headings and subheadings footnotes and annotations <p>CONTINUED</p>

- 7.6 The student will read and demonstrate comprehension of a variety of informational texts.
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 - Organize and synthesize information for use in written and oral presentations.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	<p>All students should</p> <ul style="list-style-type: none"> • use graphic organizers and other strategies to organize and summarize text • distinguish between a fact, which can be verified, and an opinion, which cannot. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • recognize internal text structures to enhance comprehension, including <ul style="list-style-type: none"> ◦ cause-and-effect ◦ comparison/contrast ◦ enumeration or listing ◦ sequential or chronological ◦ concept/definition ◦ generalization ◦ process • recognize the words and phrases authors use to signal organizational patterns, including <ul style="list-style-type: none"> ◦ <i>as a result of, consequently</i> for cause-and-effect ◦ <i>similarly, on the other hand</i> for comparison/contrast ◦ <i>first, three</i> for enumeration or listing ◦ <i>today, meanwhile</i> for sequential or chronological ◦ <i>refers to, thus</i> for concept/definition ◦ <i>always, in fact</i> for generalization ◦ <i>begins with, in order to</i> for process.

- 7.7 The student will apply knowledge of appropriate reference materials.
- Use print and electronic sources to locate information in books and articles.
 - Use graphic organizers to organize information.
 - Synthesize information from multiple sources.
 - Credit primary and secondary sources.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will use both print and electronic sources to find, read, and organize information for presentations and papers. Students will synthesize information from a variety of sources and will document sources, using a standard format. Teachers will collaborate with library media specialists to assist students as the students learn to become independent with research. 	<p>All students should</p> <ul style="list-style-type: none"> use research tools available in school media centers and public libraries choose and use appropriate graphic organizers recognize MLA format. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> understand the characteristics of resource tools, including <ul style="list-style-type: none"> educational online resources reference books scholarly journals magazines the Internet, as appropriate for school use organize and synthesize information with tools, including <ul style="list-style-type: none"> file cards graphic organizers <ul style="list-style-type: none"> flow charts Venn diagrams outlines spreadsheets databases presentation software create a “Works Cited” page for oral and written presentations.

At the seventh-grade level, students will plan, draft, revise, and edit narratives as well as persuasive and expository pieces with attention to composition and written expression. Students will begin the process of becoming independent with sentence formation, usage, and mechanics and understand that the conventions of language help convey the message from the writer to the reader. Students will use writing for expressive purposes and as a tool for learning academic concepts. They will use technology as available and appropriate.

- 7.8 The student will develop narrative, expository, and persuasive writing.
- a) Apply knowledge of prewriting strategies.
 - b) Elaborate the central idea in an organized manner.
 - c) Choose vocabulary and information that will create voice and tone.
 - d) Use clauses and phrases to vary sentences.
 - e) Revise writing for clarity and effect.
 - f) Use a word processor to plan, draft, revise, edit, and publish selected writings.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will become independent and proficient in composing a variety of types of writing. • Teachers will focus direct instruction on all three domains of writing: <ul style="list-style-type: none"> ◦ composing – the structuring and elaborating a writer does to construct an effective message for readers ◦ written expression – those features that show the writer purposefully shaping and controlling language to affect readers ◦ usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse. • Students will gradually assume responsibility for revising, proofreading, and editing their own writing. • Elaboration can occur by using descriptive details and examples <i>horizontally</i> within a sentence to give detail and depth to an idea, or <i>vertically</i> from paragraph to paragraph. <p>CONTINUED</p>	<p>All students should</p> <ul style="list-style-type: none"> • use a process for writing, including <ul style="list-style-type: none"> ◦ planning ◦ drafting ◦ revising ◦ proofreading ◦ editing ◦ publishing • understand that good writing has been elaborated horizontally and vertically • understand that good writing has been improved thorough revision • use peer and individual revising and editing • understand and apply the elements of composing: <ul style="list-style-type: none"> ◦ central idea ◦ elaboration ◦ unity ◦ organization <p>CONTINUED</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use a variety of prewriting strategies, including <ul style="list-style-type: none"> ◦ brainstorming ◦ webbing ◦ mapping ◦ outlining ◦ clustering ◦ listing ◦ using graphic organizers • use written expression to draft and revise compositions with attention to <ul style="list-style-type: none"> ◦ voice ◦ tone ◦ selection of information ◦ embedded phrases and clauses that clarify meaning ◦ vivid and precise vocabulary ◦ figurative language ◦ sentence variety • apply revising procedures, including <ul style="list-style-type: none"> ◦ rereading ◦ reflecting ◦ rethinking ◦ rewriting.

- 7.8 The student will develop narrative, expository, and persuasive writing.
- a) Apply knowledge of prewriting strategies.
 - b) Elaborate the central idea in an organized manner.
 - c) Choose vocabulary and information that will create voice and tone.
 - d) Use clauses and phrases to vary sentences.
 - e) Revise writing for clarity and effect.
 - f) Use a word processor to plan, draft, revise, edit, and publish selected writings.

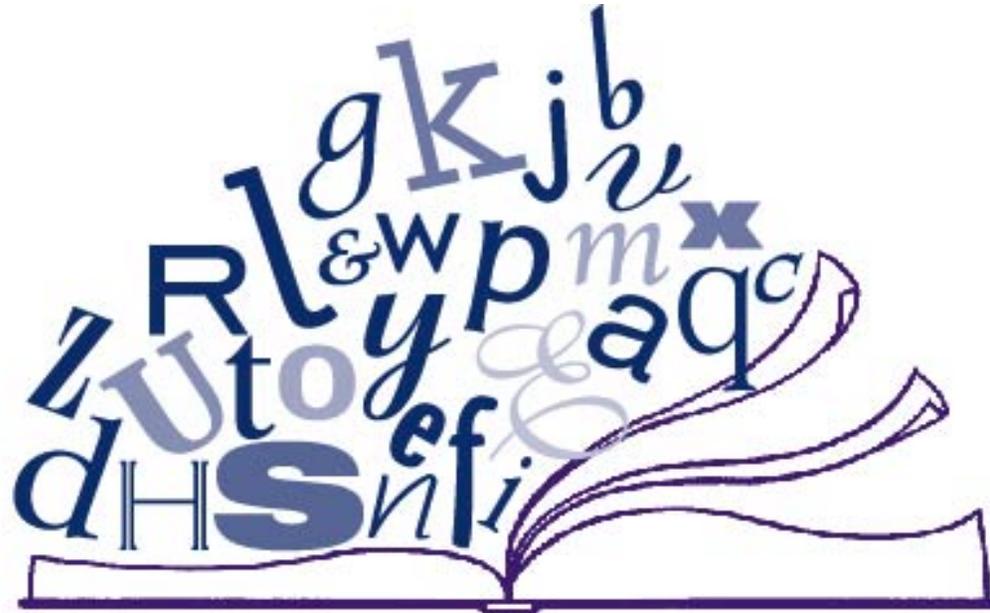
UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Voice shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. Voice is the imprint of the writer — the capacity to elicit a response from the reader. • Tone expresses an author’s attitude toward the subject. • A writing process is nonlinear: returning to prewriting or drafting at any point in the process may help the writer clarify and elaborate the drafted piece. 	<p>All students should</p> <ul style="list-style-type: none"> • recognize terms illustrative of tone, such as <ul style="list-style-type: none"> ◦ serious ◦ sarcastic ◦ objective ◦ enthusiastic ◦ solemn ◦ humorous ◦ hostile ◦ personal ◦ impersonal • apply word processing skills to the writing process. 	

- 7.9 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.
 - Choose pronouns to agree with antecedents.
 - Use subject-verb agreement with intervening phrases and clauses.
 - Edit for verb tense consistency.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary-school level. Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader. Students will understand that the conventions of correct language are an integral part of the writing process. A diagram of a sentence is a tool to increase understanding of its structure. 	<p>All students should</p> <ul style="list-style-type: none"> proofread and edit drafts with teacher assistance, peer collaboration, and growing independence understand that pronouns need to agree with antecedents understand that verbs must agree with subjects become independent in checking spelling, using dictionaries and/or electronic tools examine sentences to identify parts of speech with the intent of improving sentence structure and variety. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use complete sentences with appropriate punctuation, including the punctuation of dialogue use a singular verb with a singular subject and a plural verb with a plural subject, e.g., <i>The students in the classroom discuss many topics. The driver of the bus full of children drives with extreme caution.</i> use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent, e.g., <i>All students should bring their notebooks to class. Each student must provide his own pen.</i> choose and maintain tense (present, past, future) throughout an entire paragraph. diagram compound sentences and simple sentences with compound elements.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Eight



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the eighth-grade level, students will learn to apply interviewing techniques. Preparation for and evaluation of the process of interviewing will be a part of the learning. Interviewing skills will be added to the students' repertoire of oral language skills.

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will use an interviewing process as a strategy for learning. • Synthesis involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts. 	<p>All students should</p> <ul style="list-style-type: none"> • synthesize information gathered in an interview • organize information for written and oral presentations • present findings in written and oral form. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • determine the purpose of the interview • select a subject for the interview • create and record questions that will elicit relevant responses • apply effective note-taking strategies, including the use of <ul style="list-style-type: none"> ◦ abbreviations ◦ graphic organizers ◦ key words ◦ file cards ◦ recording devices • evaluate the effectiveness of their own and/or peer interviews, using rubrics or checklists.

8.2 The student will develop and deliver oral presentations in groups and individually.

- a) Choose topic and purpose appropriate to the audience.**
- b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.**
- c) Use appropriate verbal and nonverbal presentation skills.**
- d) Respond to audience questions and comments.**
- e) Use grammatically correct language.**
- f) Critique oral presentations.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will prepare and deliver oral presentations on a regular basis. • Students will deliver both group presentations and individual presentations to classmates and other audiences. 	<p>All students should</p> <ul style="list-style-type: none"> • rehearse presentations • interact with poise with an audience • evaluate presentations • use grammatically correct language. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • understand the purpose of the presentation • select and narrow the topic with attention to time limits and audience • prepare the presentation, using strategies including <ul style="list-style-type: none"> ◦ note cards ◦ outlines ◦ formal written report ◦ questions and answers • select and use appropriate vocabulary • define technical terms • rehearse both alone and with a coach • use a rubric or checklist to evaluate presentations • answer questions and respond to comments politely and succinctly.

- 8.3 The student will analyze mass media messages.**
- a) Evaluate the persuasive technique being used.**
 - b) Describe the possible cause-effect relationships between mass media coverage and public opinion trends.**
 - c) Evaluate sources, including advertisements, editorials, and feature stories, for relationships between intent and factual content.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will identify and analyze persuasive techniques used in the media, including <ul style="list-style-type: none"> ◦ name calling or innuendo – creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language ◦ glittering generalities or card stacking – telling only part of the truth; generalizing from a shred of evidence ◦ bandwagon – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd ◦ testimonials – using the declaration of a famous person or authoritative expert to give heightened credibility ◦ appeal to prestige, snobbery, or plain folks – using a spokesperson who appeals to the audience: a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience ◦ appeal to emotions – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice. 	<p>All students should</p> <ul style="list-style-type: none"> • understand the relationship between causes and effects • understand that a cause may have multiple effects • understand that an effect may have multiple causes • identify the effects of persuasive messages on the audience. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify and analyze persuasive techniques used in the media • describe the effect of persuasive messages in the media on the audience • identify and evaluate word choice in the media • identify and analyze choice of information in the media • identify and analyze viewpoint in the media • identify public opinion trends and possible causes • identify the sources and viewpoint of publications.

At the eighth-grade level, students will continue to develop appreciation of literature through the study of literary elements in classic and contemporary selections. They will describe themes and inferred main ideas, interpret cause-effect relationships, and draw conclusions from a variety of literary and informational selections. Students will build on the foundations for literacy developed in the previous grades. Students will apply critical reading and reasoning skills across the content areas, including history and social science, science, and mathematics.

8.4 The student will apply knowledge of word origins, derivations, inflections, analogies, and figurative language to extend vocabulary development.

a) Identify simile, metaphor, personification, hyperbole, and analogy.

b) Use context, structure, and connotations to determine meaning of words and phrases.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will increase their independence as learners of vocabulary. • Students will use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words. • Students will evaluate the use of figurative language and analogies in text. • Students will use context and connotations to help determine the meaning of nearly synonymous words and appreciate an author's choices of words and images. 	<p>All students should</p> <ul style="list-style-type: none"> • use word structure to analyze and relate words • recognize internal and external inflections that change meaning and pronunciation • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning • recognize that figurative language and analogy enrich text. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • recognize the relationships among words related by structure and derivation, such as <i>polygraph</i> and <i>graffiti</i> or <i>carnival</i> and <i>valedictorian</i> • apply and analyze relationships common to analogy construction <ul style="list-style-type: none"> ◦ type or example – cinnamon: spice ◦ characteristics – glass: breakable ◦ association – bow: arrow ◦ operator – car: driver ◦ degree – pleased: ecstatic ◦ mathematical – three: six ◦ number – louse: lice • use both context and reference skills independently to determine the nuances and connotations of words • understand, evaluate, and use figurative language, including <ul style="list-style-type: none"> ◦ simile – figure of speech that uses the words <i>like</i> or <i>as</i> to make comparisons ◦ metaphor – figure of speech that <i>implies</i> comparisons ◦ personification – figure of speech that applies human characteristics to non-human objects ◦ hyperbole – intentionally exaggerated figure of speech.

- 8.5 The student will read and analyze a variety of narrative and poetic forms.**
- Explain the use of symbols and figurative language.**
 - Describe inferred main ideas or themes, using evidence from the text as support.**
 - Describe how authors use characters, conflict, point of view, and tone to create meaning.**
 - Compare and contrast the use of the poetic elements of word choice, dialogue, form, rhyme, rhythm, and voice.**
 - Compare and contrast authors' styles.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will continue to develop an understanding of each literary form and its characteristics. Students will understand that some literary characteristics are common to more than one form. Students will read at and beyond the literal level, including making inferences, i.e., making judgments or drawing conclusions based on what an author has implied. The initiating event is the incident that introduces the central conflict in a story; it may have occurred before the story opens. Tone is used to express a writer's attitude toward the subject. Voice shows an author's personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. Voice is the imprint of the writer — the capacity to elicit a response from the reader. <p>CONTINUED</p>	<p>All students should</p> <ul style="list-style-type: none"> analyze an author's craft and style compare and contrast the characteristics of literary forms including <ul style="list-style-type: none"> novel short story biography essay speech poetry understand characterization as the way that an author presents a character and reveals character traits <p>CONTINUED</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> understand the elements of story, including <ul style="list-style-type: none"> setting – time, place, and duration in a story character(s), either <ul style="list-style-type: none"> static – remaining the same during the course of the story, or dynamic – changing during the course of and as a result of the story external conflicts, such as <ul style="list-style-type: none"> individual vs. individual individual vs. nature individual vs. society individual vs. supernatural individual vs. technology internal conflict – individual vs. self plot <ul style="list-style-type: none"> initiating event rising action climax falling action resolution theme <p>CONTINUED</p>

- 8.5 The student will read and analyze a variety of narrative and poetic forms.**
- Explain the use of symbols and figurative language.**
 - Describe inferred main ideas or themes, using evidence from the text as support.**
 - Describe how authors use characters, conflict, point of view, and tone to create meaning.**
 - Compare and contrast the use of the poetic elements of word choice, dialogue, form, rhyme, rhythm, and voice.**
 - Compare and contrast authors' styles.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Mood refers to the emotional atmosphere produced by an author's use of language. Point of view is the way an author reveals events and ideas in a story. With an omniscient or "all knowing" point of view, a narrator sees all, hears all, and knows all. By contrast, a limited point of view depicts only what one character or narrator sees, hears, and feels. The point of view may be first person, narrated by someone outside the story or a character within the story. The point of view may also be third person, limited or omniscient, depending on what is known of the story. A symbol is anything that represents something else, often by indirect association or by the convention of an emblem, token, or word. In both prose and poetry, concrete objects used as symbols stand for larger ideas or feelings. The general characteristic of poetry, i.e., its suggestiveness, makes possible the expression of complex feelings and experiences in a few words. Symbolism, like metaphor, imagery, and allusion, is a powerful instrument for the expression of large worlds of meaning in a few words. 	<p>All students should</p> <ul style="list-style-type: none"> analyze poetic devices in prose and poetry, including <ul style="list-style-type: none"> word choice figurative language symbolism imagery rhyme rhythm repetition sound elements pun oxymoron define an author's tone, including <ul style="list-style-type: none"> serious solemn sarcastic objective enthusiastic humorous hostile disapproving personal impersonal <p>CONTINUED</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> understand and analyze elements of an author's style, including <ul style="list-style-type: none"> dialogue sentence structure language patterns tone differentiate among points of view in stories, including <ul style="list-style-type: none"> first person third person limited to a character or narrator third person omniscient understand an author's use of literary devices, including <ul style="list-style-type: none"> foreshadowing – the giving of clues to hint at coming events in a story irony – the implication, through plot or character, that the actual situation is quite different from that presented flashback – a return to an earlier time in the course of a narrative to introduce prior information symbolism – the use of concrete and recognizable things to represent ideas <p>CONTINUED</p>

- 8.5 The student will read and analyze a variety of narrative and poetic forms.
- Explain the use of symbols and figurative language.
 - Describe inferred main ideas or themes, using evidence from the text as support.
 - Describe how authors use characters, conflict, point of view, and tone to create meaning.
 - Compare and contrast the use of the poetic elements of word choice, dialogue, form, rhyme, rhythm, and voice.
 - Compare and contrast authors' styles.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	<p>All students should</p> <ul style="list-style-type: none"> • identify poetic forms, including <ul style="list-style-type: none"> ◦ haiku – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature ◦ limerick – a 5-line, rhymed, rhythmic verse, usually humorous ◦ ballad – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain ◦ free verse – poetry with neither regular meter nor rhyme scheme ◦ couplet – a pair of rhyming lines ◦ quatrain – a stanza containing four lines • make inferences, draw conclusions, and point to an author's implications in the text. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • compare and contrast an author's choice of sound elements in prose and poetry, including <ul style="list-style-type: none"> ◦ rhyme – recurring identical or similar final word sounds within or at the ends of lines of verse ◦ rhythm – the recurring pattern of strong and weak syllabic stresses ◦ meter – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm ◦ repetition – repeated use of sounds, words, or ideas for effect and emphasis ◦ alliteration – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i> ◦ assonance – repetition of vowel sounds, e.g., <i>mad hatter</i> ◦ consonance – repetition of final consonant sounds, e.g., <i>east/west</i> ◦ onomatopoeia – the use of a word whose sound suggests its meaning, e.g. <i>buzz</i>.

- 8.6 The student will read, comprehend, and analyze a variety of informational sources.**
- a) Draw on background knowledge and knowledge of text structure to understand selections.**
 - b) Analyze the author’s credentials, viewpoint, and impact.**
 - c) Analyze the author’s use of text structure and word choice.**
 - d) Analyze details for relevance and accuracy.**
 - e) Read and follow instructions to complete an assigned task.**
 - f) Summarize and critique text.**
 - g) Evaluate and synthesize information to apply in written and oral presentations.**
 - h) Draw conclusions based on explicit and implied information.**
 - i) Make inferences based on explicit and implied information.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will analyze a variety of informational sources. • Students will use internal and external text structures as an aid to comprehension. • Students will read at and beyond the literal level, using the reading process to predict, question, clarify, infer, organize, compare, summarize, and synthesize. • An author’s viewpoint refers to his or her bias or subjectivity toward the subject. • Teachers will collaborate to help students apply reading skills in a variety of content texts. • The intent of this standard is that teachers will model the higher-order thinking processes with materials below the students’ independent reading level. <p>CONTINUED</p>	<p>All students should</p> <ul style="list-style-type: none"> • activate prior knowledge before reading • make predictions prior to and during the reading process • recognize an author’s viewpoint and use of persuasive language • read and analyze writing critically • choose graphic organizers based on the internal text structure most prevalent in the text • use graphic organizers and/or rules to analyze and summarize text <p>CONTINUED</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • activate prior knowledge before reading by use of <ul style="list-style-type: none"> ◦ small-group or whole-class discussion ◦ anticipation guides ◦ preview of key vocabulary • analyze and record information, using internal text structures, including <ul style="list-style-type: none"> ◦ cause-and-effect ◦ comparison/contrast ◦ enumeration or listing ◦ sequential or chronological ◦ concept/definition ◦ generalization ◦ process • use rules and strategies for summarizing, such as the following: <ul style="list-style-type: none"> ◦ delete trivia and redundancy ◦ substitute a general term for a list ◦ find or create a main idea statement <p>CONTINUED</p>

- 8.6 The student will read, comprehend, and analyze a variety of informational sources.**
- a) Draw on background knowledge and knowledge of text structure to understand selections.**
 - b) Analyze the author’s credentials, viewpoint, and impact.**
 - c) Analyze the author’s use of text structure and word choice.**
 - d) Analyze details for relevance and accuracy.**
 - e) Read and follow instructions to complete an assigned task.**
 - f) Summarize and critique text.**
 - g) Evaluate and synthesize information to apply in written and oral presentations.**
 - h) Draw conclusions based on explicit and implied information.**
 - i) Make inferences based on explicit and implied information.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will work collaboratively and with teacher support to move toward higher-order thinking, using instructional-level reading materials. • Synthesis involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts. • Students will use evaluation and conclusion to make reasonable inferences about what has been read by combining new information with what was known prior to reading. • Students will understand that the writer implies and the reader infers. • Students will understand that an author’s credentials and experiences contribute to his/her viewpoint. • To critique text requires that a critical (but not necessarily negative) judgment be made. 	<p>All students should</p> <ul style="list-style-type: none"> • read several texts on a similar topic and synthesize what is read in writing to be presented orally • evaluate an author’s choice of words and images • recognize an author’s use of connotations, persuasive language, and craftsmanship to convey viewpoint. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • read and follow directions, including <ul style="list-style-type: none"> ◦ constructing a structure ◦ completing a recipe ◦ assembling a model ◦ participating in a game ◦ arriving at a destination ◦ completing a form ◦ programming an electronic device • use external text structures such as the following to enhance comprehension and note taking: <ul style="list-style-type: none"> ◦ boldface and/or italics type ◦ type set in color ◦ underlining ◦ indentation ◦ sidebars ◦ illustrations, graphics, and photographs ◦ headings and subheadings ◦ footnotes and annotations <p>CONTINUED</p>

- 8.6 The student will read, comprehend, and analyze a variety of informational sources.**
- a) Draw on background knowledge and knowledge of text structure to understand selections.**
 - b) Analyze the author’s credentials, viewpoint, and impact.**
 - c) Analyze the author’s use of text structure and word choice.**
 - d) Analyze details for relevance and accuracy.**
 - e) Read and follow instructions to complete an assigned task.**
 - f) Summarize and critique text.**
 - g) Evaluate and synthesize information to apply in written and oral presentations.**
 - h) Draw conclusions based on explicit and implied information.**
 - i) Make inferences based on explicit and implied information.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • analyze an author’s choice of details by examining <ul style="list-style-type: none"> ◦ accuracy ◦ placement ◦ thoroughness ◦ relevance ◦ effectiveness • use graphic organizers, such as “It says...I say,” to record clues in the text and inferences or conclusions made by the reader as a result of those clues.

At the eighth-grade level, students will plan, draft, revise, and edit narratives as well as informational, persuasive, and expository pieces with attention to composition and written expression. Students will continue the process of becoming independent with sentence formation, usage, and mechanics and understand that the conventions of language help convey the message from the writer to the reader. Students will use writing for expressive purposes and as a tool for learning academic concepts. They will use technology as available and appropriate.

- 8.7 The student will write in a variety of forms, including narrative, expository, persuasive, and informational.**
- Use prewriting strategies to generate and organize ideas.**
 - Organize details to elaborate the central idea.**
 - Select specific vocabulary and information.**
 - Revise writing for word choice, sentence variety, and transitions among paragraphs.**
 - Use available technology.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will become independent and proficient in composing a variety of types of writing. Teachers will focus direct instruction on all three domains of writing: <ul style="list-style-type: none"> composing – the structuring and elaborating a writer does to construct an effective message for readers written expression – those features that show the writer purposefully shaping and controlling language to affect readers usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse. Elaboration can occur by using descriptive details and examples <i>horizontally</i> within a sentence to give detail and depth to an idea, or <i>vertically</i> from paragraph to paragraph chronologically. <p>CONTINUED</p>	<p>All students should</p> <ul style="list-style-type: none"> use a process for writing, including <ul style="list-style-type: none"> planning drafting revising proofreading editing publishing understand that good writing has been elaborated horizontally and vertically use peer and individual revising and editing understand that good writing has been improved thorough revision use word processing tools, including spell checkers and grammar checkers when available <p>CONTINUED</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> write in a variety of forms, including <ul style="list-style-type: none"> narrative – writing to tell a story persuasive – writing to influence the reader or listener to believe or do as the author or speaker suggests expository – writing to explain and build a body of well-organized and understandable information informational – writing to put forth information, frequently used in textbooks and the news media use a variety of prewriting strategies, including <ul style="list-style-type: none"> brainstorming webbing mapping outlining clustering listing using graphic organizers <p>CONTINUED</p>

- 8.7 The student will write in a variety of forms, including narrative, expository, persuasive, and informational.**
- a) Use prewriting strategies to generate and organize ideas.**
 - b) Organize details to elaborate the central idea.**
 - c) Select specific vocabulary and information.**
 - d) Revise writing for word choice, sentence variety, and transitions among paragraphs.**
 - e) Use available technology.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Voice shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing and allows the reader to know the writer’s ideas. Voice is the imprint of the writer — the capacity to elicit a response from the reader. • Tone expresses an author’s attitude toward the subject. • A writing process is nonlinear: returning to prewriting or drafting at any point in the process may help the writer clarify and elaborate the drafted piece. • Students will begin to assume responsibility for revising, proofreading, and editing their own writing. 	<p>All students should</p> <ul style="list-style-type: none"> • understand and apply the elements of composing: <ul style="list-style-type: none"> ◦ central idea ◦ elaboration ◦ unity ◦ organization • recognize and apply terms illustrative of tone, such as <ul style="list-style-type: none"> ◦ serious ◦ sarcastic ◦ objective ◦ enthusiastic ◦ solemn ◦ humorous ◦ hostile ◦ personal ◦ impersonal. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use written expression to draft and revise compositions with attention to <ul style="list-style-type: none"> ◦ voice ◦ tone ◦ selection of information and details ◦ embedded phrases and clauses that clarify meaning and increase variety ◦ vivid and precise vocabulary ◦ figurative language ◦ sentence variety ◦ transitional words and phrases • apply revising procedures, including <ul style="list-style-type: none"> ◦ rereading ◦ reflecting ◦ rethinking ◦ rewriting ◦ including vivid vocabulary ◦ combining sentences for variety and rhythm ◦ providing transitions between ideas and paragraphs.

- 8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**
- Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.**
 - Use and punctuate correctly varied sentence structures to include conjunctions and transition words.**
 - Choose the correct case and number for pronouns in prepositional phrases with compound objects.**
 - Maintain consistent verb tense across paragraphs.**
 - Use comparative and superlative degrees in adverbs and adjectives.**

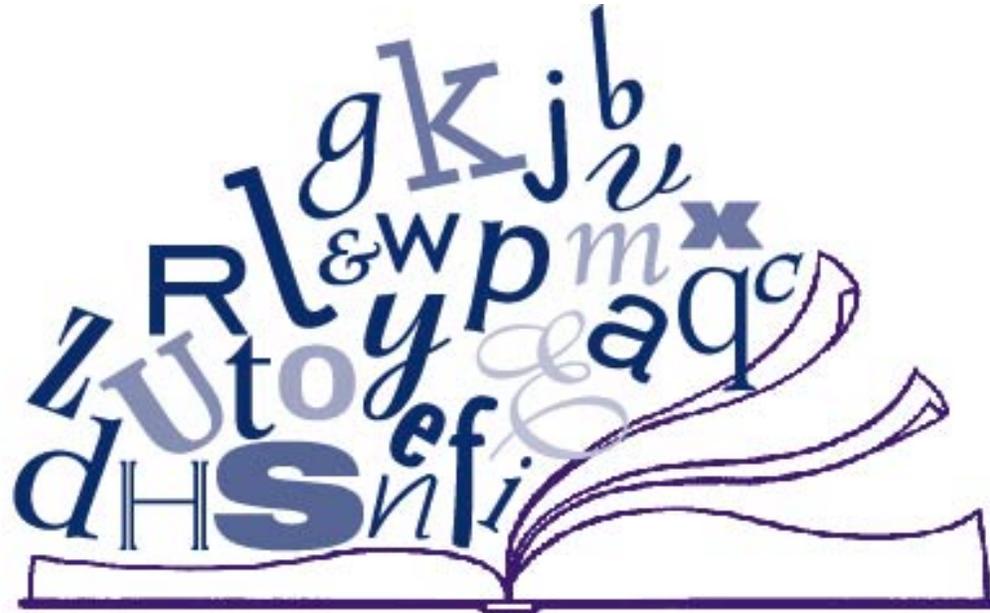
UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary- and middle-school levels. Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader. The conventions of correct language are an integral part of the writing process. A diagram of a sentence is a tool to increase understanding of its structure. 	<p>All students should</p> <ul style="list-style-type: none"> proofread and edit drafts with teacher assistance, peer collaboration, and growing independence understand that pronouns need to agree with antecedents in gender, number, and person understand that verbs must agree with subjects. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use complete sentences with appropriate punctuation, including the punctuation of dialogue and the punctuation between dependent and independent clauses diagram complex sentences use a singular verb with a singular subject and a plural verb with a plural subject, e.g., <i>John buys lunch, but most of his friends bring lunches from home.</i> use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent, e.g., <i>All students should bring their notebooks to class. Each student must provide his own pen.</i> use objective pronouns in prepositional phrases with compound objects, e.g., <i>Grandma gave cookies to Peter and me.</i> choose and maintain tense (present, past, future) and throughout an entire paragraph or text use comparative and superlative adjectives, e.g., <i>Jim was the brightest student in the middle school. He was even brighter than some of the students in the high school.</i> <p>CONTINUED</p>

- 8.8** The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
 - Choose the correct case and number for pronouns in prepositional phrases with compound objects.
 - Maintain consistent verb tense across paragraphs.
 - Use comparative and superlative degrees in adverbs and adjectives.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use comparative and superlative adverbs, e.g., <i>The second time she read aloud, she read more fluently than the first time. After much practice, she read most fluently of all her classmates.</i> use and correctly punctuate transitional words, such as <i>furthermore, however, since, and next</i> use and correctly punctuate conjunctions, such as <i>either/or</i> and <i>neither/nor</i>.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Nine



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the ninth-grade level, students will develop interpersonal communication skills as well as those skills required for more formal public speaking opportunities. They will present and critique dramatic readings of literary selections and will continue to develop proficiency in making planned oral presentations. Students will apply grammatical conventions in writing and speaking.

- 9.1 The student will plan, present, and critique dramatic readings of literary selections.**
- a) Choose a literary form for presentation, such as a poem, monologue, scene from a play, or story.**
 - b) Adapt presentation techniques to fit literary form.**
 - c) Use verbal and nonverbal techniques for presentation.**
 - d) Evaluate impact of presentation.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students should select, plan, make, and critique dramatic readings of literary selections. • Students may develop characters by using appropriate dialects. • Students may use costumes and props to enhance dramatic scenes. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that verbal techniques include but are not limited to appropriate tone, diction, articulation, clarity, type and rate of delivery, and the use of pauses for emphasis • understand that nonverbal techniques include but are not limited to eye contact, facial expressions, gestures, and stance. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • choose and participate in dialogue scenes from plays, dramatic readings from short stories and/or novels, and interpreted performances of poetry • adapt presentation techniques to fit a literary form • use verbal and nonverbal techniques • analyze and critique the effectiveness of a speaker's or group's demeanor, voice, language, gestures, clarity of thought, organization of evidence, relevance of information, and delivery • analyze and critique the relationship among purpose, audience, and content of presentations • evaluate the impact of presentations • evaluate the effectiveness of verbal and nonverbal techniques.

- 9.2 The student will make planned oral presentations.
- a) Include definitions to increase clarity.
 - b) Use relevant details to support main ideas.
 - c) Illustrate main ideas through anecdotes and examples.
 - d) Cite information sources.
 - e) Make impromptu responses to questions about presentation.
 - f) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will make planned oral presentations that are three to five minutes in duration. 	<p>All students should</p> <ul style="list-style-type: none"> • define technical and specialized language to help the audience understand the content of their oral presentations • cite information sources • respond clearly and informatively with poise to the audience's questions about their oral presentations. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • include definitions to increase clarity of their oral presentations • include details, such as facts, statistics, quotations, information from interviews and surveys, and pertinent information discovered during research, to support the main ideas of their oral presentations • use examples from their knowledge and experience to support the main ideas of their oral presentations • give credit in their oral presentations to authors, researchers, and interviewers by citing titles of articles, magazines, newspapers, books, documents, and other reference materials used in the presentations • respond to questions about their oral presentations • use grammar and vocabulary appropriate for situation, audience, topic, and purpose.

At the ninth-grade level, students will apply knowledge of literary terms and forms to their reading and writing and to analyses of literature and other printed materials. They will be introduced to literary works from a variety of cultures and eras. Students will continue to develop their reading comprehension skills through utilizing strategies to identify formats, text structures, and main ideas. They will apply these skills across the content areas, including history and social science, science, and mathematics.

- 9.3 The student will read and analyze a variety of literature.**
- a) Identify format, text structure, and main idea.**
 - b) Identify the characteristics that distinguish literary forms.**
 - c) Use literary terms in describing and analyzing selections.**
 - d) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.**
 - e) Explain the relationship between the author's style and literary effect.**
 - f) Describe the use of images and sounds to elicit the reader's emotions.**
 - g) Explain the influence of historical context on the form, style, and point of view of a written work.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Strategies for reading should be used to develop reading comprehension skills. Students will apply a process for reading as they analyze a variety of literature. They will study classical and contemporary selections that represent literary forms. • Students will enhance their understanding of the characteristics of various literary forms through the reading and analysis of a variety of genres, such as poetry, prose, essays, short stories, historical fiction, and nonfiction. 	<p>All students should</p> <ul style="list-style-type: none"> • understand the relationships between and among the elements of literature and the ways these elements work together to create effective literary selections • understand the relationship between an author's style and literary effect • understand an author's use of figurative language to create images, sounds, and effects • understand an author's use of structuring techniques to present literary content • understand the techniques an author uses to convey information about a character <p>CONTINUED</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify the differing characteristics that distinguish the literary forms of <ul style="list-style-type: none"> ◦ narrative – short story, anecdote, character sketch, fable, legend, myth, tall tale, allegory, biography, autobiography, novel ◦ poetry – epic, ballad, sonnet, lyric, elegy, ode ◦ drama – comedy, tragedy ◦ essay – editorial, journal/diary entry, informative/explanatory essay, analytical essay, speech • explain the relationships between and among the elements of literature, such as <ul style="list-style-type: none"> ◦ protagonist and other characters ◦ plot ◦ setting ◦ tone ◦ point of view – first person, third person limited, third person omniscient ◦ theme ◦ speaker ◦ narrator <p>CONTINUED</p>

- 9.3 The student will read and analyze a variety of literature.**
- a) Identify format, text structure, and main idea.**
 - b) Identify the characteristics that distinguish literary forms.**
 - c) Use literary terms in describing and analyzing selections.**
 - d) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.**
 - e) Explain the relationship between the author's style and literary effect.**
 - f) Describe the use of images and sounds to elicit the reader's emotions.**
 - g) Explain the influence of historical context on the form, style, and point of view of a written work.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	<p>All students should</p> <ul style="list-style-type: none"> • understand character types • understand a character's development throughout a text • understand how authors are often influenced either consciously or unconsciously by the ideas and values of the times in which they live. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify types of figurative language, including images and sounds, such as <ul style="list-style-type: none"> ◦ simile ◦ metaphor ◦ personification ◦ analogy ◦ symbolism ◦ apostrophe ◦ allusion ◦ imagery ◦ paradox ◦ oxymoron <p>CONTINUED</p>

- 9.3 The student will read and analyze a variety of literature.**
- a) Identify format, text structure, and main idea.**
 - b) Identify the characteristics that distinguish literary forms.**
 - c) Use literary terms in describing and analyzing selections.**
 - d) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.**
 - e) Explain the relationship between the author's style and literary effect.**
 - f) Describe the use of images and sounds to elicit the reader's emotions.**
 - g) Explain the influence of historical context on the form, style, and point of view of a written work.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify and analyze an author's presentation of literary content by the use of structuring techniques, such as <ul style="list-style-type: none"> ◦ dialogue ◦ foreshadowing ◦ flashback ◦ soliloquy ◦ verse ◦ stanza forms <ul style="list-style-type: none"> - couplet - quatrain - sestet - octet (octave) <p>CONTINUED</p>

- 9.3 The student will read and analyze a variety of literature.**
- a) Identify format, text structure, and main idea.**
 - b) Identify the characteristics that distinguish literary forms.**
 - c) Use literary terms in describing and analyzing selections.**
 - d) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.**
 - e) Explain the relationship between the author's style and literary effect.**
 - f) Describe the use of images and sounds to elicit the reader's emotions.**
 - g) Explain the influence of historical context on the form, style, and point of view of a written work.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify and analyze an author's use of diction (word choice) to convey ideas and content, including <ul style="list-style-type: none"> ◦ rhetorical question ◦ cliché ◦ connotation ◦ denotation ◦ hyperbole ◦ understatement ◦ irony <ul style="list-style-type: none"> - dramatic - situational - verbal ◦ dialect ◦ pun • analyze the techniques used by an author to convey information about a character, such as <ul style="list-style-type: none"> ◦ direct exposition – what is said about the character ◦ character's actions – what the character does ◦ character's thoughts – what the character thinks <p>CONTINUED</p>

- 9.3 The student will read and analyze a variety of literature.**
- a) Identify format, text structure, and main idea.**
 - b) Identify the characteristics that distinguish literary forms.**
 - c) Use literary terms in describing and analyzing selections.**
 - d) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.**
 - e) Explain the relationship between the author's style and literary effect.**
 - f) Describe the use of images and sounds to elicit the reader's emotions.**
 - g) Explain the influence of historical context on the form, style, and point of view of a written work.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • analyze character types, including <ul style="list-style-type: none"> ◦ dynamic/round character ◦ static/flat character ◦ stereotype ◦ caricature.

- 9.4 The student will read and analyze a variety of informational materials (manuals, textbooks, business letters, newspapers, brochures, reports, catalogs) and nonfiction materials, including journals, essays, speeches, biographies, and autobiographies.**
- a) Identify a position/argument to be confirmed, disproved, or modified.**
 - b) Evaluate clarity and accuracy of information.**
 - c) Synthesize information from sources and apply it in written and oral presentations.**
 - d) Identify questions not answered by a selected text.**
 - e) Extend general and specialized vocabulary through speaking, reading, and writing.**
 - f) Read and follow instructions to complete an assigned project or task.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • This standard encourages the implementation and use of activities that support a process for reading. • Students will understand before-, during-, and after-reading strategies. • Students will read and analyze a variety of nonfiction, i.e., informational/factual prose materials. 	<p>All students should</p> <ul style="list-style-type: none"> • employ activities that support the reading process • understand that specialized vocabulary is vocabulary that is unique to a specific content, topic, or discipline. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use before-, during-, and after-reading strategies • identify a position/argument in an informational text • evaluate the clarity and accuracy of information found in informational texts, such as <ul style="list-style-type: none"> ◦ manuals ◦ textbooks ◦ business letters ◦ newspapers ◦ brochures ◦ reports ◦ catalogs ◦ journals ◦ essays ◦ speeches ◦ biographies ◦ autobiographies • apply information gained from sources to complete an assigned task • increase general and specialized vocabulary • identify information not answered by a selected text.

- 9.5 The student will read dramatic selections.**
- a) Identify the two basic parts of drama: staging and scripting.**
 - b) Compare and contrast the elements of character, setting, and plot in one-act plays and full-length plays.**
 - c) Describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will read one-act and full-length plays. • Students will analyze various dramatic works. • Students will understand how stage directions enhance the impact of dramatic works in reading and in performance. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that in dramatic works, setting, mood, characters, plot, and theme are often revealed through staging as well as through narration and dialogue, which are used in short stories and novels to create these elements. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify the components of staging: <ul style="list-style-type: none"> ◦ lighting design and cues ◦ costume design ◦ set design ◦ set decoration: props ◦ stage movement (blocking) ◦ voice: tone, pitch, inflection, emotion ◦ facial expressions ◦ make-up ◦ curtain cues ◦ music/sound effects • identify the components of scripting: <ul style="list-style-type: none"> ◦ dramatic structure: exposition/initiating event, rising action, complication/conflict, climax, falling action, resolution/denouement (conclusion/resolution) ◦ monologue ◦ soliloquy ◦ dialogue ◦ aside ◦ dialect • compare and contrast the elements of character, setting, and plot in or among one-act plays and full-length plays • describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.

At the ninth-grade level, students will write narrative, literary, expository, and informational forms with an emphasis on analysis. As in every grade, daily writing experiences are essential for all ninth-grade students, and they will demonstrate their understanding through written products. They will develop as writers by participating in a process for writing, including prewriting, organizing, composing, revising, editing, and publishing. Students will edit writings for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

9.6 The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.

- a) Generate, gather, and organize ideas for writing.**
- b) Plan and organize writing to address a specific audience and purpose.**
- c) Communicate clearly the purpose of the writing.**
- d) Write clear, varied sentences.**
- e) Use specific vocabulary and information.**
- f) Arrange paragraphs into a logical progression.**
- g) Revise writing for clarity.**
- h) Proofread and prepare final product for intended audience and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will plan, compose, revise, and edit writing in a variety of forms and for a variety of audiences and purposes. • Writing will encompass narrative, expository, and informational forms. • Students develop as writers by participating in a process for writing — prewriting, organizing, composing, revising, editing, and publishing. 	<p>All students should</p> <ul style="list-style-type: none"> • understand a writing process • understand the importance of audience and purpose when writing. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • plan and develop written products that demonstrate their understanding of composing, written expression, and usage/mechanics • use prewriting strategies and organize their writing • communicate the purpose of their writing • write clear, varied sentences • use specific vocabulary and information • arrange paragraphs into a logical progression • revise their writing for clarity • proofread materials for intended audience and purpose.

- 9.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective.
 - Use parallel structures across sentences and paragraphs.
 - Use appositives, main clauses, and subordinate clauses.
 - Use commas and semicolons to distinguish and divide main and subordinate clauses.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will focus on editing and the application of grammatical conventions in writing. 	<p>All students should</p> <ul style="list-style-type: none"> know the rules for the parts of a sentence understand that parallel structure means using the same grammatical form to express equal or parallel ideas understand that a main clause is an independent clause that expresses a complete thought and can stand alone as a sentence understand that a subordinate clause is a dependent clause and does not express a complete thought understand rules for commas and semicolons when dividing main and subordinate clauses. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> apply rules for sentence development, including <ul style="list-style-type: none"> subject/verb direct object indirect object predicate nominative predicate adjective use parallel structure when <ul style="list-style-type: none"> linking coordinate ideas comparing or contrasting ideas linking ideas with correlative conjunctions: <ul style="list-style-type: none"> <i>both...and</i> <i>either...or</i> <i>neither...nor</i> <i>not only...but also</i> distinguish and divide main and subordinate clauses, using commas and semicolons.

At the ninth-grade level, students will develop skills in using print, electronic databases, and online resources to access information. Students will also use a standard style method to credit sources of ideas used in research writing. Students will demonstrate clear understanding of grammatical conventions through the application of rules for correct use of language, spelling, and mechanics.

- 9.8 The student will credit the sources of both quoted and paraphrased ideas.**
- a) Define the meaning and consequences of plagiarism.**
 - b) Distinguish one's own ideas from information created or discovered by others.**
 - c) Use a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for citing sources.**

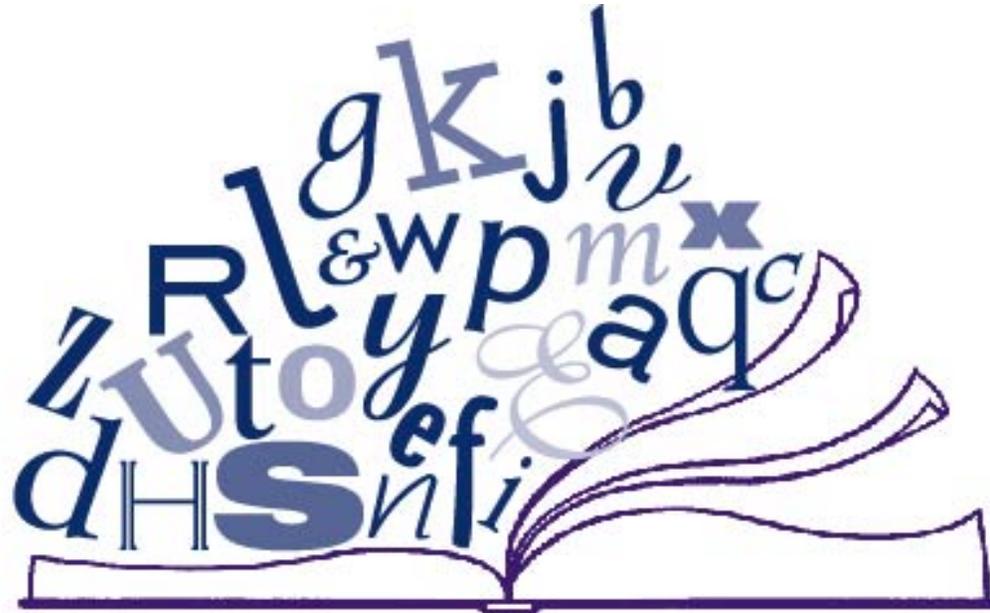
UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will differentiate their original thoughts and ideas from the thoughts and ideas of others. • Students will distinguish common knowledge from information that is unique to a source or author. • Students will use a standard style method, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to cite sources. 	<p>All students should</p> <ul style="list-style-type: none"> • understand the definition of plagiarism • understand the consequences of plagiarism • understand the format for citing sources of information. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • avoid plagiarism by <ul style="list-style-type: none"> ◦ defining <i>plagiarism</i> as the act of presenting someone else's ideas as one's own ◦ recognizing that one must correctly cite sources to give credit to the author of an original work ◦ recognizing that sources of information must be cited even when the information has been paraphrased ◦ using quotation marks when someone else's exact words are quoted • distinguish one's own ideas from information created or discovered by others • use a style sheet, such as MLA or APA, to cite sources.

- 9.9 The student will use print, electronic databases, and online resources to access information.**
- a) Identify key terms specific to research tools and processes.**
 - b) Narrow the focus of a search.**
 - c) Scan and select resources.**
 - d) Distinguish between reliable and questionable Internet sources and apply responsible use of technology.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will recognize that Internet resources and electronic databases complement books and the traditional library as key avenues for accessing, organizing, and presenting information. • Students will acquire skills in evaluating resources, both print and electronic. • Students will become adept at embedding information accessed electronically in a research document. 	<p>All students should</p> <ul style="list-style-type: none"> • understand how to use electronic databases and online resources to conduct research • understand the rules for responsible use of technology. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify and use key terms, such as <ul style="list-style-type: none"> ◦ electronic database ◦ search engine ◦ electronic mail ◦ World Wide Web ◦ Web browser ◦ online services ◦ hotlinks • narrow the focus of a search • identify useful search terms • combine search terms effectively to narrow a search • scan research information and select resources based upon reliability, accuracy, and relevance to the purpose of the research • evaluate resources, both print and electronic, differentiating between Internet sources that are questionable and those that are reliable • apply the rules for responsible use of technology.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Ten



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the tenth-grade level, students will become skilled communicators in small-group learning activities. They will assume and evaluate individual roles in presenting oral reports. They will also examine and critique the overall effectiveness of the group process. They will use grammatically correct language that is appropriate to the topic, audience, and purpose.

- 10.1 The student will participate in and report on small-group learning activities.**
- a) Assume responsibility for specific group tasks.**
 - b) Participate in the preparation of an outline or summary of the group activity.**
 - c) Include all group members in oral presentation.**
 - d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Individual students will actively contribute to group activities and participate in small-group oral presentations. 	<p>All students should</p> <ul style="list-style-type: none"> • assume responsibility for specific tasks • make an effort to include all group members in the discussions and presentations. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • participate in the preparation of an outline or summary of the group activity, including the preparation of their individual roles in the group presentation • assume responsibility for and participate in small-group learning activities by contributing ideas and respectfully listening to and considering the views of the other group members • use grammatically correct language.

- 10.2 The student will critique oral reports of small-group learning activities.**
- a) Evaluate one's own role in preparation and delivery of oral reports.**
 - b) Evaluate effectiveness of group process in preparation and delivery of oral reports.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will evaluate their strengths and weaknesses when participating in small-group oral presentations. • Students will examine their preparation, interaction, and performances as group members. In addition, students will evaluate the overall effectiveness of their group's preparation and presentation. 	<p>All students should</p> <ul style="list-style-type: none"> • periodically reflect on their own role during the process and at the conclusion of the activity. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • define a specific role as a group member • access and organize information as part of a group project • evaluate their own roles in the preparation and delivery of oral reports • evaluate the effectiveness of the group process in preparation and delivery of oral reports • critique and offer suggestions for improving their own group's presentations and their classmates' group presentations.

At the tenth-grade level, students will read, comprehend, critique, and analyze a variety of literary works. They will interpret a variety of informational materials, such as labels, manuals, warranties, directions, applications, technical descriptions, contracts, and forms to complete specific tasks. They will apply critical reading skills across the content areas, including history and social science, science, and mathematics.

- 10.3 The student will read, comprehend, and critique literary works.**
- a) Identify text organization and structure.**
 - b) Identify main and supporting ideas.**
 - c) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.**
 - d) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.**
 - e) Identify universal themes prevalent in the literature of different cultures.**
 - f) Examine a literary selection from several critical perspectives.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will know the ways that literature is defined by a variety of literary works, themes, and universal themes. They will read a wide range of literary genres from different cultures and time periods in order to gain an appreciation of various cultural histories and recognize similarities in images and themes that connect all peoples. 	<p>All students should</p> <ul style="list-style-type: none"> • construct meaning from text by making connections between what they already know and the new information they read • understand how literary works are constructed by identifying text organization and structure. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify the text-organization pattern and text structure of literary works • make predictions, draw inferences, and connect prior knowledge to support reading comprehension • read and understand a variety of literary works from different cultures, including <ul style="list-style-type: none"> ◦ short stories ◦ poems ◦ plays ◦ novels ◦ essays • explain similarities and differences among literary genres from different cultures, such as <ul style="list-style-type: none"> ◦ haikus ◦ sonnets ◦ fables ◦ myths <p>CONTINUED</p>

- 10.3 The student will read, comprehend, and critique literary works.**
- a) Identify text organization and structure.**
 - b) Identify main and supporting ideas.**
 - c) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.**
 - d) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.**
 - e) Identify universal themes prevalent in the literature of different cultures.**
 - f) Examine a literary selection from several critical perspectives.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify recurring cultural themes, such as <ul style="list-style-type: none"> ◦ struggle with nature ◦ survival of the fittest ◦ coming of age ◦ power of love ◦ loss of innocence ◦ struggle with self ◦ disillusionment with life ◦ the effects of scientific progress ◦ power of nature ◦ alienation and isolation ◦ honoring the historical past ◦ good overcoming evil ◦ tolerance of the atypical <p>CONTINUED</p>

- 10.3 The student will read, comprehend, and critique literary works.**
- a) Identify text organization and structure.**
 - b) Identify main and supporting ideas.**
 - c) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.**
 - d) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.**
 - e) Identify universal themes prevalent in the literature of different cultures.**
 - f) Examine a literary selection from several critical perspectives.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • describe common cultural archetypes that pervade literature, such as the <ul style="list-style-type: none"> ◦ hero/heroine ◦ trickster ◦ faithful companion ◦ outsider/outcast ◦ rugged individualist ◦ shrew ◦ innocent ◦ villain ◦ caretaker ◦ Earth mother ◦ rebel ◦ misfit • examine a literary selection from several different critical perspectives.

10.4 The student will read and interpret informational materials.

- a) Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks.**
- b) Skim manuals or informational sources to locate information.**
- c) Compare and contrast product information contained in advertisements with that found in instruction manuals and warranties.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will understand that reading informational texts is fundamental to being a literate person in today's society. • Students need to be skilled readers of informational texts and technical manuals and have the ability to apply different reading strategies when engaging with a variety of such materials. 	<p>All students should</p> <ul style="list-style-type: none"> • recognize that background knowledge may be necessary to understand handbooks and manuals • read carefully the information in labels, warnings, directions, applications, and forms • know that informational and technical writing is often non-linear, fragmented, and graphic-supported • understand reading strategies and in particular, how they are used to locate specific information in print materials. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • understand the different formats and purposes of informational and technical texts • locate specific information in manuals or other informational sources by using strategies such as skimming, summarizing, and highlighting • identify how format and style in consumer materials are different from those in narrative and expository text • compare and contrast product information contained in advertisements with that found in instruction manuals and warranties • demonstrate an understanding of information read by successfully completing simulated or actual tasks.

- 10.5 The student will read and analyze a variety of poetry.**
- a) Compare and contrast the use of rhyme, rhythm, and sound to convey a message.**
 - b) Compare and contrast the ways in which poets use techniques to evoke emotion in the reader.**
 - c) Interpret and paraphrase the meaning of selected poems.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will read and analyze poetry, focusing on rhyme, rhythm, and sound. • Students will compare and contrast poetic elements that poets use to evoke an emotional response. • Students will interpret and paraphrase the meanings of poems to demonstrate understanding of the poems. 	<p>All students should</p> <ul style="list-style-type: none"> • understand rhyme, rhythm, and sound elements • understand techniques poets use to evoke emotion in the reader • demonstrate understanding of selected poems. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • compare and contrast rhyme, rhythm, and sound elements in order to aid in understanding a poem’s message, including <ul style="list-style-type: none"> ◦ rhyme <ul style="list-style-type: none"> - approximate (slant) - end - internal ◦ alliteration ◦ assonance ◦ consonance ◦ onomatopoeia ◦ blank verse ◦ iambic pentameter ◦ free verse ◦ repetition ◦ refrain ◦ stanza forms <ul style="list-style-type: none"> - couplet - quatrain - sestet - octet (octave) <p>CONTINUED</p>

- 10.5** The student will read and analyze a variety of poetry.
- a) Compare and contrast the use of rhyme, rhythm, and sound to convey a message.
 - b) Compare and contrast the ways in which poets use techniques to evoke emotion in the reader.
 - c) Interpret and paraphrase the meaning of selected poems.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • compare and contrast the ways in which poets use techniques to evoke emotion in the reader, including such techniques as <ul style="list-style-type: none"> ◦ rhyme ◦ rhythm ◦ meter ◦ figurative language <ul style="list-style-type: none"> - metaphor - simile ◦ diction ◦ tone • interpret and paraphrase the meanings of selected poems.

10.6 The student will read and critique dramatic selections.

- a) Explain the use of asides, soliloquies, and monologues in the development of a single character.
 b) Compare and contrast character development in a play to characterization in other literary forms.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will explain ways that characterization in drama differs from that in other literary forms. • Students will identify and explain specific dramatic techniques used by playwrights. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that characterization involves literary techniques used to create a character • know that asides, monologues, and soliloquies focus on single characters, giving insight into their thinking and providing the audience with a deeper understanding of the play • understand dramatic conventions. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • analyze the use of dialogue, special effects, music, and set to interpret characters • compare and contrast character development in a play as compared to that in other literary forms, such as a short story or novel • identify and describe dramatic conventions, such as <ul style="list-style-type: none"> ◦ aside ◦ monologue, including soliloquy ◦ irony <ul style="list-style-type: none"> - dramatic - verbal - situational.

At the tenth-grade level, students will develop their expository writing skills by analyzing and critiquing peer and professional writing. They will learn effective techniques of organization and development by analyzing, revising, and evaluating various written forms and ideas. They will demonstrate understanding by applying a writing process in developing written products. They will edit writing for correct use of language, sentence formation, punctuation, capitalization, and spelling as part of the writing process.

10.7 The student will develop a variety of writing, with an emphasis on exposition.

- a) Generate, gather, plan, and organize ideas for writing.**
- b) Elaborate ideas clearly through word choice and vivid description.**
- c) Write clear, varied sentences.**
- d) Organize ideas into a logical sequence.**
- e) Revise writing for clarity of content and presentation.**
- f) Proofread and prepare final product for intended audience and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will know how to move through the stages of a writing process, from planning to drafting, revising, editing, and proofreading, in order to produce expository writing. • Students will understand that expository writing is prose that explains ideas through the use of a clear general statement of the writer's point (thesis) and through the development of ideas, using specific evidence and illustrations for support. • Students will collect, organize, and evaluate materials to write a documented paper. 	<p>All students should</p> <ul style="list-style-type: none"> • understand a writing process • understand expository texts and develop products that reflect that understanding • understand effective organizational patterns. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • write expository texts that <ul style="list-style-type: none"> ◦ explain a process ◦ compare and contrast ideas ◦ show cause and effect ◦ enumerate details ◦ define ideas and concepts • develop written products that demonstrate their understanding of composing, written expression, and usage/mechanics • plan and organize their ideas for writing • elaborate ideas clearly through word choice and vivid description • vary sentence structures for effect • use visual and sensory language <p>CONTINUED</p>

10.7 The student will develop a variety of writing, with an emphasis on exposition.

- a) Generate, gather, plan, and organize ideas for writing.**
- b) Elaborate ideas clearly through word choice and vivid description.**
- c) Write clear, varied sentences.**
- d) Organize ideas into a logical sequence.**
- e) Revise writing for clarity of content and presentation.**
- f) Proofread and prepare final product for intended audience and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • develop ideas deductively and inductively and organize ideas into a logical sequence, applying effective organizational patterns/techniques, such as <ul style="list-style-type: none"> ◦ comparison/contrast ◦ chronological order ◦ spatial layout ◦ cause-and-effect ◦ definition ◦ order of importance ◦ explanation ◦ enumeration ◦ problem/solution • use peer and self-evaluation to review and revise writing • revise writing for clarity of content and presentation • proofread and prepare final product for intended audience and purpose.

- 10.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**
- a) 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.**
 - b) Apply rules governing use of the colon.**
 - c) Distinguish between active and passive voice.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will continue to build knowledge of grammar through the application of rules for parts of a sentence and text. • Students will use a style manual, such as MLA or APA, to punctuate and format sentences and text. 	<p>All students should</p> <ul style="list-style-type: none"> • use a style manual to apply rules for punctuation and formatting of direct quotations • use colons according to rules governing their use • understand that active voice means that the subject of a verb <i>performs</i> the action and passive voice means that the subject of a verb <i>receives</i> the action. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use direct quotations in their writing, applying MLA or APA style for punctuation and formatting • know and apply the rules for the use of a colon: <ul style="list-style-type: none"> ◦ before a list of items ◦ before a long, formal statement or quotation ◦ after the salutation of a business letter • distinguish between active voice and passive voice.

- 10.9 The student will critique professional and peer writing.**
- a) Analyze the writing of others.**
 - b) Describe how the author accomplishes the intended purpose of a writing.**
 - c) Suggest how writing might be improved.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will describe how writers accomplish their intended purpose. • Students will analyze writings critically, using knowledge of composition, written expression, sentence formation, and usage/mechanics. They will also suggest ways that writings can be improved. 	<p>All students should</p> <ul style="list-style-type: none"> • recognize and understand in what they read the specific writing domains of composing, written expression, and usage/mechanics • understand how writers use organization and details to communicate their purposes. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify and apply features of the writing domains, including <ul style="list-style-type: none"> ◦ effective organization ◦ clear structure ◦ sentence variety ◦ unity and coherence ◦ tone and voice ◦ effective word choice ◦ clear purpose ◦ appropriate mechanics and usage ◦ accurate and valuable information • state a thesis and support it with examples • state a main idea and use details to explain it • use inductive organization to keep a reader in suspense • evaluate analytical writing by examining and understanding how individual parts of the text relate to the whole, including the writing's purpose and structure • suggest how writing might be improved.

10.10 The student will use writing to interpret, analyze, and evaluate ideas.

- a) Explain concepts contained in literature and other disciplines.**
- b) Translate concepts into simpler or more easily understood terms.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Through reader response and critical analysis, students will understand their reactions to writings and respond through formal critiques, paraphrasing ideas they have read into more concise form. In addition, they will make connections between literature and other disciplines. 	<p>All students should</p> <ul style="list-style-type: none"> • respond to literature they read • understand the connections between literature and other disciplines. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • respond to what they read by writing summaries, interpretations, and comparisons of literary, informational, and technical texts • use paraphrasing to summarize and synthesize ideas in both literature and content-area texts.

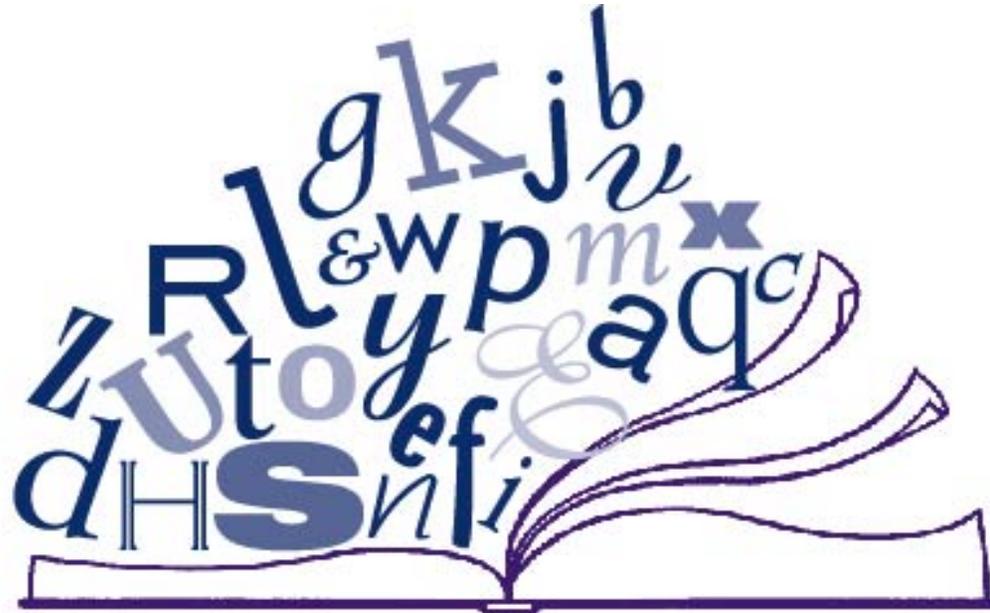
At the tenth-grade level, students will develop skills in accessing, evaluating, organizing, and presenting information in the research process. They will also credit sources for quoted and paraphrased information. Students will present writing in a format appropriate for audience and purpose.

- 10.11 The student will collect, evaluate, organize, and present information.**
- a) Organize information from a variety of sources.**
 - b) Develop the central idea or focus.**
 - c) Verify the accuracy and usefulness of information.**
 - d) Credit sources for both quoted and paraphrased ideas.**
 - e) Present information in an appropriate format, such as an oral presentation, written report, or visual product.**
 - f) Use technology to access information, organize ideas, and develop writing.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will utilize a variety of sources to access ideas, evaluate the information for accuracy and relevance, and organize the facts into an oral presentation, a written report, or a visual product. • Students will provide documentation to support their research product. 	<p>All students should</p> <ul style="list-style-type: none"> • understand the steps involved in organizing information gathered from research • verify the accuracy and usefulness of information • understand the use of in-text citations and works-cited pages in crediting sources of information. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use technology, along with other resources, to gather information from various sources • evaluate the accuracy and relevance of information • organize information coherently • use organizational patterns/techniques, such as <ul style="list-style-type: none"> ◦ comparison/contrast ◦ chronological order ◦ spatial layout ◦ cause-and-effect ◦ definition ◦ order of importance ◦ explanation ◦ enumeration ◦ problem/solution • cite primary and secondary sources of information, using the MLA or APA method of documentation for in-text citations and works-cited pages • present information in an appropriate format.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Eleven



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the eleventh-grade level, students will use a variety of oral-communication skills and provide accurate evidence to give informative and persuasive oral presentations. They will also critique and assess the effectiveness of persuasive presentations by others.

- 11.1 The student will make informative and persuasive presentations.**
- a) Gather and organize evidence to support a position.**
 - b) Present evidence clearly and convincingly.**
 - c) Support and defend ideas in public forums.**
 - d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will give effective informative and persuasive presentations, using appropriate oral-communication skills. • Students will use grammatically correct language in preparation and presentation of ideas and thoughts. 	<p>All students should</p> <ul style="list-style-type: none"> • understand how reading, writing, and discussion can be used to generate ideas and plan presentations • understand how to support and defend their ideas • understand rhetorical devices and techniques • identify speech appropriate for audience, topic, and situation. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • define a position and select evidence to support that position through reading, writing, and discussion • develop well-organized presentations to defend a position or present information • apply persuasive rhetorical devices and techniques • use effective evidence and oral-delivery skills to convince an audience • make oral-language choices based on target audience response.

- 11.2 The student will analyze and evaluate informative and persuasive presentations.**
- a) Critique the accuracy, relevance, and organization of evidence.**
 - b) Critique the clarity and effectiveness of delivery.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will become critical listeners by assessing the effectiveness of oral presentations. 	<p>All students should</p> <ul style="list-style-type: none"> • understand effective oral-delivery techniques • evaluate and critique content and delivery of oral presentations. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • establish a purpose • maintain appropriate eye contact • address an audience with appropriate <ul style="list-style-type: none"> ◦ volume ◦ enunciation ◦ language choices ◦ poise • adopt appropriate tone • maintain appropriate rhythm • evaluate the use of persuasive techniques, such as <ul style="list-style-type: none"> ◦ introduction (for securing interest and establishing unity) ◦ organization ◦ proof/support ◦ logic ◦ loaded language ◦ rhetorical devices, such as <ul style="list-style-type: none"> - call to action - elevated language - rhetorical question - appeals to emotion - repetition - figurative language ◦ conclusion <p>CONTINUED</p>

- 11.2 The student will analyze and evaluate informative and persuasive presentations.**
- a) Critique the accuracy, relevance, and organization of evidence.**
 - b) Critique the clarity and effectiveness of delivery.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • critique the accuracy, relevance, and organization of evidence • critique the clarity and effectiveness of delivery.

At the eleventh-grade level, students will enhance their appreciation for literature by studying American literature, both classic and contemporary. They will read a variety of literary genres and informational texts to identify the prevalent themes in American literature that are reflective of American history and culture. They will continue to develop reading comprehension skills and will apply those skills in other content areas, including history and social science, science, and mathematics. In addition, students will identify the contributions of other cultures to the development of American literature.

- 11.3 The student will read 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) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.**
 - d) Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will understand literature as it relates to the cultural and historical period in which it was written. More specifically, students will recognize how authors are influenced by the ideas and values of their times. For this reason, literary selections typically reflect not only the values and ideas of the authors who wrote them but also the values and ideas of the times in which they were written. Students will also learn how the ideas presented in literary works may influence the values or conditions of the society in which the works were written. 	<p>All students should</p> <ul style="list-style-type: none"> • understand characteristics and cultures of historical periods and literary movements associated with each century • recognize and understand universal characters, themes, and motifs in American literature • understand how an author's intent is achieved by the use of context and language. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • discuss how the subject matter, style, literary type, theme, and purpose of literary works often reflect the culture and events of the times in which the works were written • describe and contrast historical periods from which particular literary pieces derive and the cultures that they portray • describe and contrast literary movements associated with each century, such as <ul style="list-style-type: none"> ◦ Colonialism/Puritanism (17th century) ◦ Revolutionary movement/Rationalism (18th century) ◦ Romanticism, Transcendentalism, Regionalism, Realism, Naturalism (19th century) ◦ Symbolism/Modernism, Harlem Renaissance, Postmodernism (20th century) • differentiate among universal characters in American literature, such as the <ul style="list-style-type: none"> ◦ hero/heroine ◦ trickster ◦ faithful companion ◦ outsider/outcast ◦ rugged individualist ◦ innocent ◦ villain ◦ caretaker ◦ Earth mother ◦ rebel

- 11.3 The student will read 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) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.**
 - d) Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • differentiate among universal characters in American literature, such as the <ul style="list-style-type: none"> ◦ misfit ◦ lonely orphan looking for a home • identify major themes in American literature, such as <ul style="list-style-type: none"> ◦ the American Dream ◦ loss of innocence ◦ coming of age ◦ relationship with nature ◦ relationship with society ◦ relationship with science ◦ alienation and isolation ◦ survival of the fittest ◦ disillusionment ◦ rebellion and protest • describe the language choices and devices that authors use, such as <ul style="list-style-type: none"> ◦ rhetorical question ◦ sarcasm ◦ satire ◦ parallelism ◦ connotation/denotation ◦ pun ◦ irony <p>CONTINUED</p>

- 11.3 The student will read 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) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.**
 - d) Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • describe the language choices and devices that authors use, such as <ul style="list-style-type: none"> ◦ literal and figurative language ◦ tone ◦ word choice (diction) ◦ dialect • describe how the use of context and language structures conveys an author's intent and viewpoint.

- 11.4 The student will read and analyze a variety of informational materials.**
- a) Use information from texts to clarify or refine understanding of academic concepts.**
 - b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.**
 - c) Apply concepts and use vocabulary in informational and technical materials to complete a task.**
 - d) Generalize ideas from selections to make predictions about other texts.**
 - e) Analyze information from a text to draw conclusions.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will read, understand, and use a variety of informational texts. They will develop specific reading skills in order to generalize ideas, make predictions, and follow directions. They will identify and analyze the steps in their own reading process in order to broaden their critical understanding. 	<p>All students should</p> <ul style="list-style-type: none"> • understand how to analyze informational material • understand reading strategies and use those strategies to analyze text. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • analyze and use the basic vocabulary and concepts of informational texts in all disciplines • develop effective applications, essays, résumés, and employment forms through simulations and real-life opportunities • analyze key vocabulary, such as jargon, technical terms, and content-specific vocabulary • know the purpose of the text they are to read and their own purpose in reading it • identify main ideas and supporting details • use format (page design and layout) to aid in understanding of text • understand how an organizational pattern enhances the meaning of a text • apply their knowledge of specific genres and forms to other texts • make predictions about other texts • analyze information from a text to draw conclusions.

- 11.5 The student will read and critique a variety of poetry.**
- Analyze the poetic elements of contemporary and traditional poems.**
 - Identify the poetic elements and techniques that are most appealing and that make poetry enjoyable.**
 - Compare and contrast the works of contemporary and past American poets.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will read, analyze, critique, and compare a variety of contemporary and traditional poetry. A list of poetic elements and techniques is included in the “Essential Knowledge, Skills, and Processes” column for English SOL 10.5 	<p>All students should</p> <ul style="list-style-type: none"> understand that classic poetry is poetry that has withstood the test of time, is written by recognized poets, and uses traditional elements. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify and understand the elements of classic poetry: <ul style="list-style-type: none"> elevated language/style figurative language rhyme strong regularity in metrical patterns identify and discuss the elements and techniques that poets use to achieve a desired result, such as <ul style="list-style-type: none"> imagery precise word choice sound devices metrical patterns metaphorical/figurative language use poetic elements to explain, analyze, and evaluate poetry compare and contrast the subject matter, theme, form, language, and purpose of works of classic poets with those of contemporary poets read works by significant and representative poets from each literary movement associated with each century, such as <ul style="list-style-type: none"> Colonialism/Puritanism (17th century) Revolutionary movement/Rationalism (18th century) Romanticism, Transcendentalism, Regionalism, Realism, Naturalism (19th century) Symbolism/Modernism, Harlem Renaissance, Postmodernism (20th century) Contemporary poetry (21st century).

- 11.6 The student will read and critique a variety of dramatic selections.**
- a) Describe the dramatic conventions or devices used by playwrights to present ideas.**
 - b) Compare and evaluate adaptations and interpretations of a script for stage, film, or television.**
 - c) Explain the use of verbal, situational, and dramatic irony.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will read and critique a variety of dramatic selections. • Students will identify and explain specific dramatic conventions or devices used by playwrights to present ideas. • Lists of staging components and scripting components are included in the “Essential Knowledge, Skills, and Processes” column for English SOL 9.5. 	<p>All students should</p> <ul style="list-style-type: none"> • understand dramatic conventions and devices used by playwrights to present ideas • understand verbal, situational, and dramatic irony. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify and describe dramatic conventions, such as <ul style="list-style-type: none"> ◦ stage directions ◦ soliloquy ◦ monologue ◦ aside ◦ irony <ul style="list-style-type: none"> - verbal - situational - dramatic • compare and evaluate adaptations and interpretations of a script for stage, film, or television.

At the eleventh-grade level, students will write in a variety of forms with an emphasis on persuasive essays and professional correspondence. Students will use their knowledge of genres, formats, purposes, audiences, and situations to produce clear and effective products that reflect use of all stages of a writing process.

- 11.7 The student will write in a variety of forms, with an emphasis on persuasion.**
- a) Generate, gather, plan, and organize ideas for writing.**
 - b) Develop a focus for writing.**
 - c) Evaluate and cite applicable information.**
 - d) Organize ideas in a logical manner.**
 - e) Elaborate ideas clearly and accurately.**
 - f) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.**
 - g) Revise writing for accuracy and depth of information.**
 - h) Proofread final copy and prepare document for intended audience and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will use a process for writing to communicate clearly and persuasively. • Students will support a position by selecting valid information and amplifying their text logically. • Students will collect, organize, and evaluate information to produce a documented research product. 	<p>All students should</p> <ul style="list-style-type: none"> • understand a writing process • locate and select appropriate information that clearly supports a definite purpose and position • understand that vocabulary is used to develop voice and tone for a specific audience, purpose, or situation. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • plan and organize ideas for writing • develop a clear focus for writing • understand a variety of organizational patterns • elaborate ideas clearly and accurately • use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation • revise writing for accuracy and depth of information • use MLA (Modern Language Association) or APA (American Psychological Association) style for documentation.

- 11.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**
- a) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for producing research projects.**
 - b) Use verbals and verbal phrases to achieve sentence conciseness and variety.**
 - c) Adjust sentence and paragraph structures for a variety of purposes and audiences.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will use a style manual, such as MLA or APA, in producing research projects. • Students will understand and apply rules for the use of verbals and verbal phrases. 	<p>All students should</p> <ul style="list-style-type: none"> • understand and apply the rules of the MLA, APA, or other style manual in producing research projects • understand verbals and verbal phrases and use them appropriately in writing • use grammatical conventions to adjust sentence and paragraph structures for a variety of purposes and audiences. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply MLA or APA style for producing research projects. • apply rules for the following verbals: <ul style="list-style-type: none"> ◦ gerund ◦ infinitive ◦ participle • apply rules for the following verbal phrases: <ul style="list-style-type: none"> ◦ gerund phrase ◦ infinitive phrase ◦ participial phrase ◦ absolute phrase.

11.9 The student will write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the workplace and higher education.

- a) Apply a variety of planning strategies to generate and organize ideas.**
- b) Organize information to support purpose and form of writing.**
- c) Present information in a logical manner.**
- d) Revise writing for clarity.**
- e) Use technology to access information, organize ideas, and develop writing.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will write clear and accurate personal, professional, and informational correspondence. They will use a writing process to develop real-world, practical products. 	<p>All students should</p> <ul style="list-style-type: none"> • understand a writing process • understand a variety of organizational patterns • understand revision strategies • understand how to adapt models of professional and personal correspondence for their own purposes • understand how technology can be used to access, develop, and modify documents. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply a variety of planning strategies to generate and organize ideas • present information in a logical manner • revise writing for style and language • understand and use models of professional, personal, and informational correspondence and other writings, such as <ul style="list-style-type: none"> ◦ business letters, including <ul style="list-style-type: none"> - letters of recommendation - cover letters for résumés ◦ personal letters ◦ memos ◦ proposals ◦ résumés • use technology to access, develop, and modify documents for professional and informational purposes.

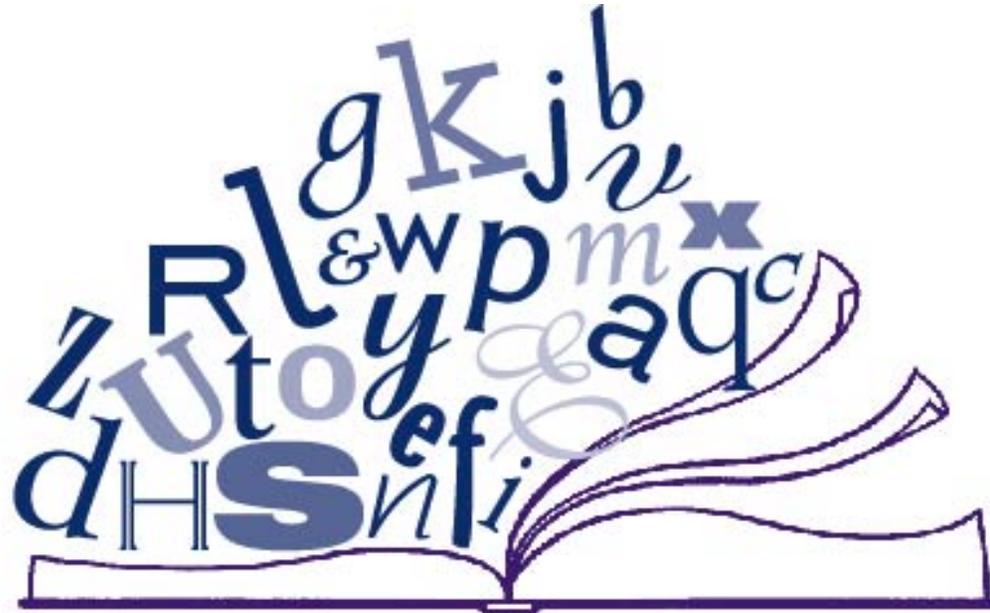
At the eleventh-grade level, students will engage in research that requires the selection, evaluation, use, and documentation of a variety of sources. Each student will present a research product that is clearly written and accurately documented.

- 11.10 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.**
- a) Narrow a topic.**
 - b) Develop a plan for research.**
 - c) Collect information to support a thesis.**
 - d) Evaluate quality and accuracy of information.**
 - e) Synthesize information in a logical sequence.**
 - f) Document sources of information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).**
 - g) Edit writing for clarity of content and effect.**
 - h) Edit copy for grammatically correct use of language, spelling, punctuation, and capitalization.**
 - i) Proofread final copy and prepare document for publication or submission.**
 - j) Use technology to access information, organize ideas, and develop writing.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will compose a documented research product that is based on valid resources and procedures. • Students will evaluate the quality and accuracy of information to ensure that it is up-to-date, factual, and reliable. 	<p>All students should</p> <ul style="list-style-type: none"> • understand how to evaluate sources of information to determine reliability • understand how to develop a plan and collect information • understand how to use technology to access, organize, and develop writing. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify a topic for research through a variety of strategies, such as mapping, listing, brainstorming, and webbing • preview resource materials to aid in selection of a suitable topic • develop a plan to locate and collect relevant information about the chosen topic • synthesize information in a logical sequence • document sources, using MLA or APA style • edit materials to ensure correct grammar, spelling, punctuation, and capitalization, and for clarity of content and effect • utilize technology to conduct research, organize information, and develop writing.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Twelve



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the twelfth-grade level, students will use organizational skills, audience awareness, appropriate vocabulary and grammar, and verbal and nonverbal presentation skills to plan and deliver an effective 5 to 10 minute formal oral presentation.

- 12.1 The student will make a 5 to 10 minute formal oral presentation.**
- a) Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information.**
 - b) Use a well-structured narrative or logical argument.**
 - c) Use details, illustrations, statistics, comparisons, and analogies to support purposes.**
 - d) Use visual aids or technology to support presentation.**
 - e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will develop skills in preparing and delivering formal oral presentations. To this end, they will develop skills in identifying a purpose, researching topics, developing content, and delivering presentations. 	<p>All students should</p> <ul style="list-style-type: none"> • recognize that the major purposes of speeches include exposition, persuasion, inspiration, entertainment, or recognition of special occasions (e.g., acceptance, welcome, or thank-you speeches) • understand that semantics involves words and word order specifically chosen for the meaning intended • recognize rhetoric as the art of persuasion, especially using devices such as repetition, parallelism, and rhetorical question. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • organize and develop a speech, using an order such as <ul style="list-style-type: none"> ◦ selection of a topic related to audience and situation ◦ determination of purpose ◦ research ◦ development of an outline, including introduction, body, and conclusion ◦ practice ◦ presentation • develop content through inclusion of <ul style="list-style-type: none"> ◦ a combination of facts and/or statistics ◦ examples ◦ illustrations ◦ anecdotes and narratives ◦ reference to experts ◦ quotations ◦ analogies and comparisons ◦ logical argumentation of their reasoning <p>CONTINUED</p>

- 12.1 The student will make a 5 to 10 minute formal oral presentation.**
- a) Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information.**
 - b) Use a well-structured narrative or logical argument.**
 - c) Use details, illustrations, statistics, comparisons, and analogies to support purposes.**
 - d) Use visual aids or technology to support presentation.**
 - e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use effective delivery created through a combination of <ul style="list-style-type: none"> ◦ clear purpose ◦ organization and development of content ◦ semantics ◦ rhetoric ◦ visual aids ◦ voice modulation and strength ◦ gestures, stance, and eye contact ◦ sufficient practice of delivery • use appropriate and effective visual aids and/or technology to support presentations • use grammatically correct language and appropriate vocabulary.

- 12.2 The student will evaluate formal presentations.**
- a) Critique relationships among purpose, audience, and content of presentations.**
 - b) Critique effectiveness of presentations.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will learn to evaluate the effectiveness of speeches and to develop critiques of presentations. 	<p>All students should</p> <ul style="list-style-type: none"> • understand the components of effective presentations. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • evaluate a formal presentation by analyzing and critiquing the effectiveness of the speaker's demeanor, voice, language, gestures, clarity of thought, organization of evidence, relevance, and delivery • analyze and critique the relationships among purpose, audience, and content of a presentation.

At the twelfth-grade level, students will analyze British literature and literature of other cultures with emphasis on the many classic works that may be studied. In addition, students will read informational and technical texts and continue to develop their own reading-process skills. Students will apply these reading skills in other content areas, including history and social science, science, and mathematics.

12.3 The student will read and analyze the development of British literature and literature of other cultures.

- a) Recognize major literary forms and their elements.**
- b) Recognize the characteristics of major chronological eras.**
- c) Relate literary works and authors to major themes and issues of their eras.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will understand how British literature has influenced and has been influenced by the literature of other cultures. • Students will trace and examine the development of British literature and the literature of other cultures by focusing on the recognition of characteristics of chronological periods and literary techniques. Students will relate literary works and their authors to major themes and issues. 	<p>All students should</p> <ul style="list-style-type: none"> • recognize literary forms employed in major literary eras • recognize the literary characteristics of the major chronological eras. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify literary forms, such as <ul style="list-style-type: none"> ◦ epic ◦ tragedy ◦ comedy ◦ sonnet and other poetic forms ◦ essay ◦ journal/diary ◦ satire • identify the literary characteristics of specific eras, such as <ul style="list-style-type: none"> ◦ Anglo-Saxon/Medieval period ◦ Tudor/Renaissance period ◦ Neoclassical period ◦ Restoration Age ◦ Romantic and Victorian periods ◦ Modern and Postmodern periods • recognize major themes and issues related to <ul style="list-style-type: none"> ◦ religious diversity ◦ political struggles ◦ ethnic and cultural mores and traditions ◦ individual rights, gender equity, and civil rights.

- 12.4 The student will read and analyze a variety of informational materials, including electronic resources.**
- a) Identify formats common to new publications and information resources.**
 - b) Recognize and apply specialized informational vocabulary.**
 - c) Evaluate a product based on analysis of the accompanying warranty and instruction manual.**
 - d) Evaluate the quality of informational and technical materials.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will develop skill in analyzing, evaluating, and applying the format (structure) and content of a variety of informational and technical texts. Such informational and technical texts include statements of fact and essential information needed for making consumer choices and other important decisions. 	<p>All students should</p> <ul style="list-style-type: none"> • understand formats common to information resources and new publications. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • analyze printed and Web-based informational and technical texts, such as <ul style="list-style-type: none"> ◦ product evaluations ◦ warranties ◦ instructional manuals ◦ technical manuals ◦ contracts ◦ E-zines • examine the format (structure) of an informational or technical text as an aid to determining and analyzing its content • draw conclusions regarding the quality of a product based on analysis of the accompanying warranty and instruction manual • recognize and apply specialized vocabulary.

12.5 The student will read and critique a variety of poetry.

- a) Explain how the choice of words in a poem creates tone and voice.**
- b) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject and mood.**
- c) Explain how imagery and figures of speech (personification, simile, metaphor) appeal to the reader's senses and experience.**
- d) Compare and contrast traditional and contemporary works of poets from many cultures.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will understand that critical evaluation is the process of judging the merit or value of a piece of literature and that the process includes evaluating the author's effectiveness in integrating component parts to create a whole. 	<p>All students should</p> <ul style="list-style-type: none"> • understand how a writer's choice of words reveals the content of a poem and the speaker's attitude regarding the content of the poem • understand how the subject and mood of the poem are supported or reinforced through the use of sound structures • understand how the reader's response to the poem is manipulated by imagery and figures of speech. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify sound structures, such as <ul style="list-style-type: none"> ◦ rhyme ◦ rhythm ◦ repetition ◦ alliteration ◦ assonance ◦ consonance ◦ onomatopoeia ◦ parallelism • explain how the choice of words in a poem creates tone • compare and contrast traditional and contemporary poetry from many cultures • explain how the reader's response to the poem is manipulated by imagery, figures of speech, and diction (word choice), such as <ul style="list-style-type: none"> ◦ metaphor ◦ simile ◦ analogy ◦ symbolism ◦ personification ◦ paradox ◦ oxymoron ◦ apostrophe ◦ allusion.

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will use critical analysis to judge the merit of a dramatic selection. Critical analysis includes determining the author's effectiveness in integrating component parts of a drama to create a whole. 	<p>All students should</p> <ul style="list-style-type: none"> • understand traditional and contemporary dramatic works of authors from a variety of cultures • identify and understand the most effective elements of a selected play. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • explain how dramatic conflict is created through <ul style="list-style-type: none"> ◦ exposition/initiating event ◦ rising action ◦ climax or crisis ◦ falling action ◦ resolution/denouement (conclusion/resolution) • explain how a dramatist uses dialogue to reveal the theme of a drama • compare and contrast the use of dialogue and staging found in a variety of plays • identify the most effective elements of selected plays • compare and contrast the use of exposition/initiating event, rising action, complication/conflict, climax or crisis, falling action, and resolution/denouement among plays from various cultures.

At the twelfth-grade level, students will produce informational and expository papers that are logically organized and contain clear and accurate ideas.

- 12.7 The student will develop expository and informational writings.**
- a) Generate, gather, and organize ideas for writing.**
 - b) Consider audience and purpose when planning for writing.**
 - c) Write analytically about literary, informational, and visual materials.**
 - d) Elaborate ideas clearly and accurately.**
 - e) Revise writing for depth of information and technique of presentation.**
 - f) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.**
 - g) Proofread final copy and prepare document for publication or submission.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will develop skill in creating expository and technical writings. Technical writing is prose that explains or clarifies information of a specialized nature for a targeted audience. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that format (structure) determines the sequence of a writing. (The sequence in technical writing may be determined by the format of the task, for example, filling in blanks and answering questions.) 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • plan technical writings (e.g., personal data sheet, résumé, job description, questionnaire, job application, or business communication) that address a clearly identified audience and have a clearly identified purpose • generate expository writings that <ul style="list-style-type: none"> ◦ explain their ideas through a clear general statement of the writer’s point (thesis) ◦ use specific evidence and illustrations ◦ provide concise and accurate information • develop analytical essays that do one or more of the following: <ul style="list-style-type: none"> ◦ examine a process ◦ make a comparison ◦ propose solutions ◦ classify ◦ define ◦ show cause and effect ◦ illustrate problems ◦ evaluate • develop ideas in a logical sequence • elaborate on ideas for clarity and accuracy <p>CONTINUED</p>

- 12.7** The student will develop expository and informational writings.
- a) Generate, gather, and organize ideas for writing.
 - b) Consider audience and purpose when planning for writing.
 - c) Write analytically about literary, informational, and visual materials.
 - d) Elaborate ideas clearly and accurately.
 - e) Revise writing for depth of information and technique of presentation.
 - f) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
 - g) Proofread final copy and prepare document for publication or submission.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • revise writing to provide depth of information and to adhere to their presentation format • edit writings for correct use of language, spelling, punctuation, and capitalization • proofread writing before submitting the final copy.

At the twelfth-grade level, students will produce well-documented research papers, using a standard method of documentation, such as MLA or APA.

- 12.8 The student will write documented research papers.**
- a) Identify and understand the ethical issues of research and documentation.**
 - b) Evaluate the accuracy and usefulness of information.**
 - c) Synthesize information to support the thesis.**
 - d) Present information in a logical manner.**
 - e) Cite sources of information, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).**
 - f) Edit copies for correct use of language, spelling, punctuation, and capitalization.**
 - g) Proofread final copy and prepare document for publication or submission.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will research topics and develop documented papers that support a thesis. A documented paper is the result of following a process leading to discovery of information that is then synthesized to support a focus on a particular topic through content, style, structure, and presentation. • Students must avoid committing plagiarism. 	<p>All students should</p> <ul style="list-style-type: none"> • understand how to gather information and analyze it to organize and begin the writing process • understand the ethical issues and responsibility of documentation in research writings. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify the ethical issues of documentation in research writings • collect and synthesize information, using a variety of print and electronic sources • evaluate collected information by <ul style="list-style-type: none"> ◦ determining its validity, accuracy, and quality ◦ formulating a reason/focus to represent findings • record and organize information into a draft by <ul style="list-style-type: none"> ◦ prioritizing information ◦ developing an outline with appropriate details ◦ summarizing and/or paraphrasing information ◦ selecting direct quotations • revise and edit writing to comply with major requirements and expectations of the assignment • cite sources of information, using MLA or APA style • edit writing for correct use of language, capitalization, punctuation, and spelling • avoid committing plagiarism.