
English Standards of Learning

for Virginia Public Schools



**Board of Education
Commonwealth of Virginia**

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English Standards of Learning for Virginia Public Schools

**Adopted in January 2017 by the
Board of Education**

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Introduction

The goals of the *English Standards of Learning* are to teach students to read, write, research, and communicate. Students should be prepared to participate in society as literate citizens, equipped with the ability to think analytically, solve problems, communicate effectively, and collaborate with diverse groups in their communities, workplace, and postsecondary education. As students progress through the school years, they become active and involved learners and develop a full command of the English language, evidenced by their use of Standard English and their rich speaking and writing vocabularies.

Students become competent readers of a variety of texts and are encouraged to acquire a lifelong love of reading. In kindergarten through third grade, the primary goal is to teach all students to read fluently and to comprehend a variety of fiction and nonfiction selections that relate to all areas of the curriculum. In fourth through twelfth grades, students continue to acquire and refine strategies for comprehending and analyzing selections that encompass all literary genres, exemplify universal themes, and relate to all content areas. Students in high school become familiar with a wide variety of authors, nonfiction and fiction texts, and classic literary works.

Proficient use of the English language enables students to explore and articulate the complex issues and ideas encountered in public and personal life. By engaging in critical and creative thinking, students are able to solve problems and use language to further educational, career, and personal endeavors.

Organization of the English Standards of Learning

Standards for kindergarten through twelfth grade are organized in four related strands: Communication and Multimodal Literacies, Reading, Writing, and Research. Each grade level is preceded by an overview that describes the major concepts and skills that each student will be expected to understand and demonstrate. The vertically aligned standards reflect a comprehensive instructional program and document a progression of expected achievement in the development of skills.

In the Communication Strand, students learn to participate in classroom discussion and collaborate with diverse groups to achieve a common goal. In grades three through twelve, students learn to prepare, deliver, and critique oral presentations. In grades four through twelve the Communication strand includes a focus on experiencing and creating multimodal presentations. Students also analyze, develop and produce media messages. Students' home language and cultural literacies are the starting point for all language learning; competency in the use of Standard English is a goal for all students. Therefore, daily speaking opportunities, both formal and informal, are a part of every English curriculum.

Reading begins with an awareness of the concepts of print and the sounds and structure of oral and written language. Students in the primary grades acquire a strong foundation in phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies. Students continue to study the structure of words and language and refine comprehension strategies throughout all grades. In middle school and high school, students further analyze what they read and make comparisons across a wide variety of fiction, nonfiction, and cross-curricular texts. Students encounter new information and deepen their learning through reading of nonfiction texts. Students' appreciation for literary texts is enhanced by interaction with a broad array of classic and contemporary literature, which engages the reading skills of students and invites them to develop an appreciation for the power and beauty of the written word.

From kindergarten through twelfth grade, students become increasingly aware of the structure of language and the writing process. Students have the opportunity to explore writing in multiple forms, including narrative, expository, reflective, and persuasive/argumentative. Proficiency in written communication is achieved through frequent opportunities to apply skills for a variety of purposes and audiences. Therefore, daily writing experiences are essential for all students.

Research skills are also developed across grade levels. In this strand, students first learn to create and investigate research questions and access information. Later, students evaluate the validity of sources, appropriately credit sources, and synthesize information into a research-based product. Research skills are the foundation of college and career readiness; by encouraging autonomous problem solving and the ability to critically evaluate and synthesize information, students are prepared to adapt to real world situations.

Although the strands are developed separately, they are expected to be seamlessly integrated in the classroom. Standards that incorporate rigor in English help students develop the expected performance competencies.

Proficiency in reading, writing, communication, and research skills allows students to learn and use knowledge to make meaningful connections between their lives and academic disciplines. Through the rigorous application of the *English Standards of Learning*, students become critical thinkers, effective contributors, and global citizens.

Grade Two

Developing literacy skills continues to be a priority in the second grade. The student will be immersed in an environment filled with fiction and nonfiction texts, which relate to all content areas and personal interests. The student will expand vocabulary by speaking and listening effectively in classroom discussions, use a combination of strategies when reading, and read familiar selections with fluency, accuracy, and expression. The student will demonstrate comprehension skills by identifying main ideas, making and confirming predictions, questioning, summarizing, and drawing conclusions. Students will begin to make the transition to cursive handwriting. The student will understand writing as a process and will write in a variety of forms. The student will research using available resources to complete a research product.

Communication and Multimodal Literacies

2.1 The student will use oral communication skills.

- a) Listen actively and speak using appropriate discussion rules.
- b) Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.
- c) Speak audibly with appropriate voice level, phrasing, and intonation.
- d) Share information orally with appropriate facts and relevant details.
- e) Use increasingly complex sentence structures in oral communication.
- f) Begin to self-correct errors in language use.
- g) Participate as a contributor and leader in collaborative and partner discussions.
- h) Ask and answer questions to seek help, get information, or clarify information.
- i) Retell information shared by others.
- j) Restate and follow multi-step directions.
- k) Give multi-step directions.
- l) Work respectfully with others and show value for individual contributions.
- m) Create a simple presentation using multimodal tools.

2.2 The student will demonstrate an understanding of oral early literacy skills.

- a) Create oral stories to share with others.
- b) Create and participate in oral dramatic activities.
- c) Participate in a variety of oral language activities, including choral speaking and recitation.

Reading

2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.

- a) Count phonemes within one-syllable words.
- b) Blend sounds to make one-syllable words.
- c) Segment one-syllable words into phonemes.
- d) Add or delete phonemes to make words.
- e) Blend and segment multisyllabic words at the syllable level.

- 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.
 - Apply decoding strategies to confirm or correct while reading.
- 2.5 The student will use semantic clues and syntax to expand vocabulary when reading.
- Use information and context clues in the story to read words.
 - Use knowledge of sentence structure to determine the meaning of unknown words.
- 2.6 The student will expand vocabulary and use of word meanings.
- Use knowledge of homophones.
 - Use knowledge of prefixes and suffixes.
 - Use knowledge of antonyms and synonyms.
 - Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.
 - Use word-reference materials including dictionaries, glossaries and indices.
 - Use vocabulary from other content areas.
- 2.7 The student will read and demonstrate comprehension of fictional texts.
- Make and confirm predictions.
 - Connect previous experiences to new texts.
 - Ask and answer questions using the text for support.
 - Describe characters, setting, and plot events in fiction and poetry.
 - Identify the conflict and resolution.
 - Identify the theme.
 - Summarize stories and events with beginning, middle, and end in the correct sequence.
 - Draw conclusions based on the text.
 - Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.
- 2.8 The student will read and demonstrate comprehension of nonfiction texts.
- Preview the selection using text features including table of contents, headings, pictures, captions, and maps.
 - Make and confirm predictions.
 - Use prior and background knowledge as context for new learning.
 - Set purpose for reading.
 - Ask and answer questions using the text as support.
 - Identify the main idea.
 - Draw conclusions based on the text.
 - Read and reread familiar texts with fluency, accuracy, and meaningful expression.

Writing

- 2.9 The student will maintain legible printing and begin to make the transition to cursive.
- Begin to write capital and lowercase letters of the alphabet.
 - Begin to sign his/her first and last names.
- 2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
- Understand writing as a process.
 - Identify audience and purpose.
 - Use prewriting strategies to generate ideas before writing.
 - Use strategies for organization according to the type of writing.
 - Organize writing to include a beginning, middle, and end.
 - Write facts about a subject to support a main idea.
 - Write to express an opinion and provide a reason for support.
 - Expand writing to include descriptive detail.
 - Revise writing for clarity.
- 2.11 The student will edit writing for capitalization, punctuation, spelling and Standard English.
- Recognize and use complete sentences.
 - Use and punctuate declarative, interrogative, and exclamatory sentences.
 - Capitalize all proper nouns and the word I.
 - Use singular and plural nouns and pronouns.
 - Use apostrophes in contractions and possessives.
 - Use contractions and singular possessives.
 - Use knowledge of simple abbreviations.
 - Use correct spelling for commonly used sight words, including compound words and regular plurals.
 - Use commas in salutation and closing of a letter.
 - Use past and present verbs.
 - Use adjectives correctly.

Research

- 2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.
- Generate topics of interest.
 - Generate questions to gather information.
 - Identify pictures, texts, people, or media as sources of information.
 - Find information from provided sources.
 - Organize information in writing or a visual display.
 - Describe difference between plagiarism and using own words.