

Virginia

Virginia Standards of Learning (SOL) adopted Jan. 2010

http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/stds_all_english.pdf

A-LIST WORDS	SUMMARY	STANDARD	GRADES
1 Analyze	Analyze the effectiveness of participant interactions.	6.1d	6
	Identify and analyze figurative language.	6.4d 8.4a	6-8
	Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.	6.8a 7.8a	6-7
	Read and analyze a variety of fictional texts, narrative nonfiction, and poetry.	8.5	8
	Read, comprehend, and analyze a variety of nonfiction texts.	8.6 9.5 12.5	8-12
	Analyze the author's qualifications, viewpoint, and impact.	8.6c	8
	Analyze the author's use of text structure and word choice.	8.6d	8
	Analyze details for relevance and accuracy.	8.6e	8
	Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.	8.8a	8
	Produce, analyze , and evaluate auditory, visual, and written media messages.	9.2	9
	Analyze and interpret special effects used in media messages including television, film, and Internet.	9.2a	9
	Monitor, analyze , and use multiple streams of simultaneous information.	9.2e	9
	Read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.	9.4	9
	Analyze the cultural or social function of a literary text.	9.4g	9
	Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.	9.4k	9
	Analyze and synthesize information in order to solve problems, answer questions, or complete a task.	9.5g 10.5g 12.5g	9-12
	Analyze , produce, and examine similarities and differences between visual and verbal media messages.	10.2	10
	Read, comprehend, and analyze literary texts of different cultures and eras.	10.4	10
	Develop a variety of writing to persuade, interpret, analyze , and evaluate with an emphasis on exposition and analysis.	10.6	10
	Read, comprehend, and analyze relationships among American literature, history, and culture.	11.4	11
Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.	11.5e 12.5c	11-12	
Analyze , evaluate, synthesize, and organize information from a variety of sources to produce a research product.	11.8	11	
Read, comprehend, and analyze the development of British literature and literature of other cultures.	12.4	12	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
2 Argue	Present a convincing argument .	6.2a	6
	Identify a position/ argument to be confirmed, disproved, or modified.	9.5e	9
	Produce arguments in writing, developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	11.6b	11
	Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.	12.6b	12
	Create arguments free of errors in logic and externally supported.	12.6f	12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
3 Compare/ Contrast	Compare and contrast settings, characters, and events.	3.5d	3
	Compare and contrast the characteristics of biographies and autobiographies.	3.6i	3
	Identify, compare, and contrast relationships.	5.6j	5
	Compare and contrast viewpoints.	6.2b	6
	Compare and contrast auditory, visual, and written media messages.	6.3a 7.3d	6-7
	Compare and contrast information about one topic, which may be contained in different selections.	6.6i	6
	Compare and contrast various forms and genres of fictional text.	7.5b	7
	Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	8.5e	8
	Compare and contrast authors' styles.	8.5f	8
	Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.	9.4f	9
	Compare and contrast authors' use of literary elements within a variety of genres.	9.4j	9
	Compare and contrast literature from different cultures and eras.	10.4i	10
	Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions.	10.4k	10
	Compare and contrast character development in a play to characterization in other literary forms.	10.4l	10
	Compare and contrast informational texts.	10.5d	10
Compare and contrast the development of American literature in its historical context.	11.4b	11	
Compare and contrast the development of British literature in its historical context.	12.4a	12	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
4 Describe	Use words to describe /name people, places, and things.	K.2c	K
	Use words to describe /name location, size, color, and shape.	K.2d	K
	Use words to describe /name actions.	K.2e	K
	Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.	K.12c	K
	Describe characters, setting, and important events in fiction and poetry.	2.8e	2
	Describe how the choice of language, setting, characters, and information contributes to the author's purpose.	4.5b	4
	Describe the relationship between text and previously read materials.	4.5f 5.5a	4-5
	Describe character development.	5.5b	5
	Describe the development of plot and explain the resolution of conflict(s).	5.5c	5
	Describe the characteristics of free verse and rhymed and patterned poetry.	5.5d	5
	Describe how an author's choice of vocabulary contributes to the author's style.	5.5e	5
	The student will write for a variety of purposes: to describe , to inform, to entertain, to explain, and to persuade.	5.7	5
	Describe how word choice and imagery contribute to the meaning of a text.	6.5c	6
	Describe cause and effect relationships and their impact on plot.	6.5d	6
	Choose adverbs to describe verbs, adjectives, and other adverbs.	6.8g	6
	Describe how word choice and visual images convey a viewpoint.	7.3c	7
	Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.	7.5a	7
	Describe how word choice and language structure convey an author's viewpoint.	7.6g	7
	Describe possible cause and effect relationships between mass media coverage and public opinion trends.	9.2c	9
	Describe how the author accomplishes the intended purpose of a piece of writing.	10.7f	10
Describe contributions of different cultures to the development of American literature.	11.4a	11	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
5 Determine	Determine appropriate content for audience.	5.2e	5
	Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	5.4b 6.4c	5-6
	The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.	7.4	7

A-LIST WORDS	SUMMARY	STANDARD	GRADES
5 Determine	Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.	8.4b 10.3b	8, 10
	Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.	8.4c	8
	Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.	8.4d	8
	Determine the purpose of the media message and its effect on the audience.	9.2b 12.2b	9-12
	Use context, structure, and connotations to determine meanings of words and phrases.	9.3b 12.3b	9-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
6 Develop	The student will develop expository and informational, analyses, and persuasive/argumentative writings.	K.7	K
	Develop vocabulary by listening to a variety of texts read aloud.	K.8b 1.8b	K-1
	Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.	2.7d 3.4e 4.4d 5.4f	2-5
	Skim materials to develop a general overview of content and to locate specific information.	5.6c	5
	Develop notes that include important concepts, summaries, and identification of information sources.	5.9e	5
	Explain how character and plot development are used in a selection to support a central conflict or story line.	6.5g	6
	The student will develop and deliver oral presentations in groups and individually.	8.2	8
	The student will analyze, develop , and produce creative or informational media messages.	8.3	8
	The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	8.4 9.3 12.3	8-12
	The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.	9.6	9
	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	10.1f	10
	The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.	10.6	10
	Develop the central idea or focus for a research product.	10.8b	10
	Produce arguments in writing, developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	11.6 12.6b	11-12
	Narrow a topic and develop a plan for research.	11.8b	11
The student will develop expository and informational, analyses, and persuasive/argumentative writings.	12.6	12	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
7 Evaluate	Use technology as a tool to organize, evaluate , and communicate information.	4.9c 8.9c 9.8a 10.8a	4-10
	The student will find, evaluate , and select appropriate resources for a research product.	5.9 6.9	5-6
	Evaluate own contributions to discussions.	6.1b	6
	Evaluate the validity and authenticity of texts.	6.9b 8.9b	6, 8
	Evaluate the validity and authenticity of sources.	7.9b	7
	Evaluate the effectiveness of the interview.	8.1d	8
	Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.	8.3a	8
	Evaluate sources for relationships between intent and factual content.	8.6k	8
	Evaluate impact and purpose of presentation.	9.1f	9
	Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content.	9.2d 12.2a	9-12
	Evaluate clarity and accuracy of information.	9.5f	9
	Find, evaluate , and select appropriate sources to access information and answer questions.	9.8c	9
	Access, critically evaluate , and use information accurately to solve problems.	10.1g	10
	Evaluate one's own role in preparation and delivery of oral reports.	10.1h	10
	Evaluate effectiveness of group process in preparation and delivery of oral reports.	10.1k	10
	Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text; achieve specific effects; and support the author's purpose.	10.4h	10
	The student will read, interpret, analyze, and evaluate nonfiction texts.	10.5	10
The student will collect, evaluate , organize, and present information to create a research product.	10.8 11.8	10-11	
Critically evaluate quality, accuracy, and validity of information.	11.8d 12.8c	11-12	
Evaluate formal presentations including personal, digital, visual, textual, and technological.	12.1g	12	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
8 Explain	Explain that printed materials provide information.	K.6b	K
	Read and explain own writing and drawings.	K.6c	K
	Clarify and explain words and ideas orally.	2.2c	2
	Explain what has been learned.	3.1c	3
	Explain the author's purpose.	4.5a	4
	Describe the development of plot and explain the resolution of conflict(s).	5.5c	5

A-LIST WORDS	SUMMARY	STANDARD	GRADES
8 Explain	The student will write for a variety of purposes: to describe, to inform, to entertain, to explain , and to persuade.	5.7	5
	Explain how character and plot development are used in a selection to support a central conflict or story line.	6.5g	6
	Explain the use of symbols and figurative language.	8.5a	8
	Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.	8.5c	8
	Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.	9.4e	9
	Explain the relationship between the author's style and literary effect.	9.4h	9
	Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.	10.4c	10
	Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.	11.4f 12.4f	11-12
	Explain how imagery and figures of speech appeal to the reader's senses and experience.	11.4g	11
Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.	11.4h	11	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
9 Imagine	NONE		

A-LIST WORDS	SUMMARY	STANDARD	GRADES
10 Integrate	NONE		

A-LIST WORDS	SUMMARY	STANDARD	GRADES
11 Interpret	Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations .	8.3b	8
	Discriminate between connotative and denotative meanings and interpret the connotation.	8.4e	8
	Analyze and interpret special effects used in media messages including television, film, and Internet.	9.2a	9

A-LIST WORDS	SUMMARY	STANDARD	GRADES
11 Interpret	Discriminate between connotative and denotative meanings and interpret the connotation.	9.3c 12.3c	9-12
	Analyze and interpret others' presentations.	10.1j	10
	The student will read, interpret , analyze, and evaluate nonfiction texts.	10.5	10
	Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.	10.5e	10
	The student will develop a variety of writing to persuade, interpret , analyze, and evaluate with an emphasis on exposition and analysis.	10.6	10

A-LIST WORDS	SUMMARY	STANDARD	GRADES
12 Organize	The student will understand how print is organized and read.	K.5 1.5	K-1
	Organize writing to include a beginning, middle, and end for narrative and expository writing.	2.12b	2
	Organize ideas sequentially or around major points of information.	3.2d	3
	Collect and organize information about the topic into a short report.	3.11c	3
	Organize information for clarity.	4.2c	4
	Organize writing to convey a central idea.	4.7d	4
	Use technology as a tool to organize , evaluate, and communicate information.	4.9c 8.9c 9.8a 12.8a	4, 8-12
	Organize information to present in reports of group activities.	5.1b	5
	Organize content sequentially around major ideas.	5.2f	5
	Use text organizers , such as type, headings, and graphics, to predict and categorize information in both print and digital texts.	5.6a	5
	Organize information to convey a central idea.	5.7c	5
	Organize information presented on charts, maps, and graphs.	5.9d	5
	Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.	6.7b 8.7b	6-8
	Organize writing structure to fit mode or topic.	6.7c 7.7c	6-7
	Use a variety of graphic organizers , including sentence diagrams, to analyze and improve sentence formation and paragraph structure.	6.8a 8.8a	6-8
	Communicate ideas and information orally in an organized and succinct manner.	7.1a	7
	Organize and synthesize information for use in written formats.	7.6k	7
	Collect and organize information from multiple sources including online, print, and [other] media.	7.9a	7
	Organize details to elaborate the central idea and provide unity.	8.7d	8
	Organize and synthesize information from sources for use in written and oral presentations.	9.5j	9
Generate, gather, and organize ideas for writing.	9.6a	9	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
12 Organize	Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.	9.6b 12.6a	9-12
	Organize ideas into a logical sequence using transitions.	10.6e	10
	Gather and organize evidence to support a position.	11.1a	11
	Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess.	11.2a	11
	The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.	11.8	11

A-LIST WORDS	SUMMARY	STANDARD	GRADES
13 Summarize	Summarize stories and events with beginning, middle, and end in the correct sequence.	2.8h	2
	Summarize major points found in nonfiction texts.	3.6f	3
	Summarize supporting details.	4.5d 9.5b	4-9
	Summarize information gathered in group activities.	5.1c	5
	Summarize main points as they relate to main idea or supporting details.	5.2g	5
	Summarize and evaluate group activities.	6.1c	6
	Paraphrase and summarize what is heard.	6.2d	6
	Summarize and evaluate information presented orally by others.	9.1k	9
	Credit the sources of quoted, paraphrased, and summarized ideas.	9.8f	9
	Collaborate in the preparation or summary of the group activity.	10.1b	10
	Distinguish between a critique and a summary .	10.4j	10

A-LIST WORDS	SUMMARY	STANDARD	GRADES
14 Support	Identify supporting details.	3.5j	3
	Use evidence to support opinions.	4.1d	4
	Summarize supporting details.	4.5d 9.5b	4-9
	Draw conclusions and make simple inferences using textual information as support .	4.6f	4
	Include supporting details that elaborate the main idea.	4.7k 5.7i	4-5
	Use gestures to support , accentuate, and dramatize verbal messages.	5.2b	5
	Use facial expressions to support and dramatize verbal messages.	5.2c	5
	Summarize main points as they relate to main idea or supporting details.	5.2g	5

A-LIST WORDS	SUMMARY	STANDARD	GRADES
14 Support	Incorporate visual media to support the presentation.	5.2h	5
	Locate information to support opinions, predictions, and conclusions.	5.6g	5
	Explain how character and plot development are used in a selection to support a central conflict or story line.	6.5g	6
	Make inferences and draw conclusions based on explicit and implied information, using evidence from text as support .	8.5b 12.5f	8-12
	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.	8.9d	8
	Use relevant details to support main ideas.	9.1b	9
	Summarize text, relating supporting details.	9.4b	9
	Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.	9.4k 11.4h	9-11
	Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.	9.4l 10.4b	9-10
	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view, or bias.	9.8e 11.8e	9-11
	Synthesize information to support the thesis.	10.6b 12.8d	10-12
	Gather and organize evidence to support a position.	11.1a	11
	Support and defend ideas in public forums.	11.1d	11
	Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.	11.4f 12.4f	11-12
	Collect information to support a thesis.	11.8c	11
	Use details, illustrations, statistics, comparisons, and analogies to support the presentation.	12.1c	12
	Use media, visual literacy, and technology skills to create and support the presentation.	12.1d	12
Create arguments free of errors in logic and externally supported .	12.6f	12	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
15 Transform	NONE		

Retrieved from the companion website for *Academic Moves for College and Career Readiness, Grades 6-12: 15 Must-Have Skills Every Student Needs to Achieve* by Jim Burke and Barry Gilmore. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2015 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.