

2017



ENGLISH
Standards of
Learning
**CURRICULUM
FRAMEWORK**

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P.O. Box 2120
Richmond, Virginia 23218-2120
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Superintendent of Public Instruction

Steven R. Staples, EdD

Chief Academic Officer/Assistant Superintendent for Instruction

Steven M. Constantino, EdD

Office of Humanities and Early Childhood

Christine A. Harris, PhD, Director

Tracy Fair Robertson, English Coordinator

Crystal Page Midlik, Elementary English/Reading Specialist

Denise Bunker Fehrenbach, English Specialist

Jill Holt Noguerras, English/History Specialist

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2017 Virginia English Standards of Learning Curriculum Framework

Introduction

The *2017 English Standards of Learning Curriculum Framework* is a companion document to the *2017 English Standards of Learning* and amplifies the *English Standards of Learning* by defining the content knowledge, skills, and understandings. The Curriculum Framework is not meant to be an entire curriculum, but rather to provide additional guidance to school divisions and their teachers as they develop their local programs of studies appropriate for their students. It assists teachers in their lesson planning by identifying essential understandings, defining essential content knowledge, and describing the intellectual skills students need to use. This supplemental framework delineates in greater specificity the content that all teachers should teach and all students should learn. The concepts, skills, and content in English Language Arts spiral; teachers should note each grade level builds skills that carry to the following grades. Each grade level within the English Curriculum Framework builds from kindergarten through grade 12, creating a comprehensive instructional tool, which prepares students for success in future postsecondary education and the workplace. Teachers should review the Curriculum Framework for the scope of learning in each of the strands in previous grades and in the grades to follow.

The format of the Curriculum Framework facilitates teacher planning by identifying the key concepts, knowledge, and skills that should be the focus of instruction for each standard. The Curriculum Framework is divided into two columns: *Essential Understandings*; and *Essential Knowledge, Skills and Processes (EKSP)*. The purpose of each column is explained below.

Overview of Standard and Teacher Notes

This section includes background information for teachers. It contains content that may extend teachers' knowledge of each standard beyond the current grade level. This section may also contain best practices, instructional strategies, and suggestions that will help teachers plan lessons focusing on integrating the standard(s). *Teacher Notes* are found at the beginning of each strand in the English Curriculum Framework.

Essential Understandings

This section delineates the key concepts and ideas that all students should grasp to demonstrate an understanding of the Standards of Learning. These essential understandings are presented to facilitate teacher planning.

Essential Knowledge, Skills, and Processes

Standards are expanded in the *EKSP* column. This column outlines what students should know and be able to do in each standard. This is not meant to be an exhaustive list, nor one that limits what is taught in the classroom. It is meant to identify the key knowledge, skills, and processes that define the standard. The *EKSP* is not a one-to-one match of the Standards. If the standard is self-explanatory,

there will be no additional explanation in this column. For example, the nonfiction reading strand requires students to identify the main idea; there is not a corresponding entry in the *EKSP* column explaining how to identify a main idea.

The Curriculum Framework serves as a guide for *English Standards of Learning* assessment development. Assessment items may not and should not be a verbatim reflection of the information presented in the Curriculum Framework. Students are expected to continue to apply knowledge, skills, and processes from Standards of Learning presented in previous grades as they build expertise in English.

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STRAND: COMMUNICATION AND MULTIMODAL LITERACIES

At the kindergarten level, students will develop their understanding of language and enhance their ability to communicate effectively. Emphasis will be placed on having 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, skills for participation in discussions, and strategies for working respectfully with others. Teachers will encourage the development of interpersonal skills that are foundational to effective communication and collaboration. These skills are essential for success in future postsecondary education and workplace environments.

Teacher Notes

- Teachers should provide daily opportunities for student communication and participation in oral language activities in a variety of settings.
- Multimodal is the strategic use of two or more interdependent modes of communication where both/all modes are essential to convey the intended message (e.g., graphics, written language, moving images, music, audio, presentation technologies, and movement).

K.1 The student will build oral communication skills.

- a) Listen actively and speak using agreed-upon rules for discussion.
- b) Express ideas in complete sentences and express needs through direct requests.
- c) Initiate conversations.
- d) Follow implicit rules for conversation, including taking turns and staying on topic.
- e) Listen and speak in informal conversations with peers and adults.
- f) Discuss various texts and topics collaboratively and with partners.
- g) Use voice level, phrasing, and intonation appropriate for various language situations.
- h) Follow one- and two-step directions.
- i) Ask how and why questions to seek help, get information, or clarify information.
- j) Work respectfully with others.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>All students should</p> <ul style="list-style-type: none"> • understand that communication includes expressing needs, asking questions, and sharing information • understand that conversation is interactive • 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"> • speak audibly in complete sentences, expressing thoughts, feelings, and ideas clearly • participate in a range of collaborative discussions building on others’ ideas and clearly expressing thoughts and opinions • initiate conversations with peers and teachers in a variety of school settings • listen actively to others in a variety of formal and informal settings involving peers and adults • wait for a turn to speak, allowing others to speak without unnecessary interruptions • maintain conversation on topic through multiple exchanges • match language to the purpose, situation, environment, and audience • repeat and follow one- and two-step oral directions.

K.2 The student will demonstrate growth in oral, early literacy skills.

- a) Listen and respond to a variety of text and media.
- b) Participate in a variety of oral language activities, including choral and echo speaking and recitation.
- c) Tell stories orally.
- d) Participate in creative dramatics.

ESSENTIAL UNDERSTANDINGS

All students should

- understand that choral and echo speaking builds oral literacy skills
- understand that telling oral stories and participating in creative dramatics develops comprehension.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

To be successful with this standard, students are expected to

- listen to texts read aloud and ask and answer questions for further understanding
- participate in choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains
- use drama to retell familiar stories, rhymes, and poems
- participate in creative dramatics, such as classroom songs, plays, skits, and group activities.

STRAND: READING

Kindergarten students will be immersed in a text-rich environment to develop phonological awareness, phonemic awareness, vocabulary, comprehension, and an appreciation for reading. The exposure to fiction and nonfiction texts will enable students to develop an awareness of reading materials as sources of information and enjoyment. Students will learn to identify and name the capital and lowercase letters of the alphabet, understand that letters represent sounds, and identify initial and final consonant sounds in one-syllable words. Kindergarten students will expand listening and speaking vocabularies. They will learn to comprehend and think creatively as they relate stories through drama, retelling, drawing, and their own writing. Teachers will encourage the development of reading skills that are foundational to effective comprehension and critical thinking. These skills are essential for success in future postsecondary education and workplace environments.

Teacher Notes

- Teachers should teach 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.
- Please note there is not a specific list or number of sight words students must learn. To build a personal word bank, students will develop the ability to read their own names and common high-frequency words in context.
- Teachers need to read texts aloud to model language and introduce students to new words, expand working vocabularies, and improve comprehension.
- Please note that although the strands are developed separately, teachers should integrate all strands seamlessly.
 - Teachers may integrate the strands through the use of thematic units..
 - Teachers should have students write about what they have read.

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

- a) Begin to discriminate between spoken sentences, words, and syllables.
- b) Identify and produce words that rhyme.
- c) Blend and segment multisyllabic words at the syllable level.
- d) Blend and segment one-syllable words into phonemes including onset and rime.
- e) Identify words according to shared beginning and/or ending sounds.
- f) Blend sounds to make one-syllable words.
- g) Segment one-syllable words into individual phonemes.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<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 • 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"> • segment a word into individual syllables using strategies including, but not limited to, clapping hands or snapping fingers • identify and discriminate between sentences, words, and syllables • identify a word that rhymes with a spoken word • supply a word that rhymes with a spoken word • produce rhyming words and recognize pairs of rhyming words presented orally • generate rhyming words based on a given rhyming pattern, familiar nursery rhyme, or predictable text • blend and segment onsets and rimes of spoken words (e.g., /b/- /oat/ = <i>boat</i>, <i>black</i> = /b/- /ack/) • blend and segment multisyllabic words into syllables (e.g., The teacher asks students to say <i>robot</i> without the /ro-/ and students respond with /bot/.) • blend individual phonemes to make one-syllable words (e.g., /sh/-/i/-/p/= <i>ship</i>) • segment one-syllable words into individual phonemes (e.g., <i>rat</i>= /r/-/a/-/t/) • recognize similarities and differences in beginning and ending sounds of words • produce a word that has the same beginning or ending sound as a spoken word (e.g.,

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

/sock/- /sun/ and /hot/- /rat/)

- identify pictures of objects whose names share the same beginning or ending sound
- sort pictures or objects whose names share the same beginning or ending sound.

K.4 The student will understand how print is organized and read.

- a) Hold print materials in the correct position.
- b) Identify the front cover, back cover, and title page of a book.
- c) Distinguish between print and pictures.
- d) Follow words from left to right and from top to bottom on a printed page.
- e) Match voice with print.

ESSENTIAL UNDERSTANDINGS

All students should

- understand that all print materials in English follow similar patterns
- understand that there is a one-to-one correspondence between the spoken and written word.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

To be successful with this standard, students are expected to

- 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
- follow text with a finger, pointing to each word as it is read from left-to-right and top-to-bottom
- locate lines of text, words, letters, and spaces
- match voice with print in syllables, words, and phrases
- locate and name periods, question marks, and exclamation points.

K.5 The student will demonstrate an understanding that print conveys meaning.

- a) Identify common signs and logos.
- b) Explain that printed materials provide information.
- c) Read and explain own writing and drawings.
- d) Read his/her name and commonly used high-frequency words.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>All students should</p> <ul style="list-style-type: none"> • understand that print conveys meaning • recognize own writing as a form of print. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • recognize and identify a variety of environmental print • recognize and read a selection of high-frequency and sight words from familiar text (Each student may know a different set of words.) • recognize and identify their own first and last names.

K.6 The student will develop an understanding of basic phonetic principles.

- a) Identify and name the capital and lowercase letters of the alphabet.
- b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.
- c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.
- d) Identify initial consonant sounds in one-syllable words.
- e) Identify final consonant sounds in one-syllable words.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>All students should</p> <ul style="list-style-type: none"> • understand that there is a one-to-one correspondence between spoken and written words • 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 capital and lowercase letters in sequence and in random order and name them rapidly • match capital and lowercase letter pairs • differentiate between vowels and consonants • produce the sounds of consonants, short vowels, and initial consonant digraphs • demonstrate concept of word by <ul style="list-style-type: none"> ○ tracking familiar print from left to right and top to bottom ○ matching spoken words to print, including words with more than one syllable • write the letter or digraph that represents a spoken sound • use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant • isolate initial consonants in single-syllable words (e.g., /t/ is the first sound in <i>top</i>) • identify short sounds with common spellings for the five major vowels.

K.7 The student will expand vocabulary and use of word meanings.

- a) Discuss meanings of words.
- b) Increase vocabulary by listening to a variety of texts read aloud.
- c) Use vocabulary from other content areas.
- d) Ask about words not understood.
- e) Use number words.
- f) Use nouns to identify and name people, places, and things.
- g) Use adjectives to describe location, size, color, and shape.
- h) Use verbs to identify actions.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>All students should</p> <ul style="list-style-type: none"> • understand that vocabulary is made up of words and that words have meaning • understand that learning new words enhances communication • understand that word choice makes communication clearer • understand that information can be gained by asking about words not understood. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • discuss meanings of specific words using synonyms and antonyms (e.g., This giraffe is <i>tall</i>. He can eat leaves on a tree. If he were <i>short</i>, he couldn't reach his food.) • identify new meanings for familiar words and apply them accurately (e.g., knowing <i>water</i> as a drink and learning the verb, as in <i>water</i> the flowers) • sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent • use common adjectives to distinguish objects (e.g., the <i>small red</i> square; the <i>shy white</i> cat) (Students are not required to know the term <i>adjective</i> at this level.) • ask and respond to questions about unknown words in a text • identify real-life connections between words and their use (e.g., places that are <i>loud</i>) • use newly-learned words in literacy tasks • use number words in conversations • use words to describe or name people, places, feelings, and things • use size, shape, color, and spatial words to describe people, places, and things • use words to show direction and location (e.g., <i>on, off, in, out, over, under, between, and beside</i>)

K.7 The student will expand vocabulary and use of word meanings.

- recognize when they do not understand a word or phrase and seek clarification.

K.8 The student will demonstrate comprehension of fictional texts.

- a) Identify the role of an author and an illustrator.
- b) Relate previous experiences to what is read.
- c) Use pictures to make predictions.
- d) Ask and answer questions about what is read.
- e) Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.

ESSENTIAL UNDERSTANDINGS

All students should

- understand that fiction texts tell a story
- understand that authors tell stories through words and illustrators tell stories with pictures.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

To be successful with this standard, students are expected to

- identify and explain the roles of the author and the illustrator of selected texts
- make ongoing predictions based on illustrations and text
- describe the relationship between illustration and the story
- link knowledge from 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 *who, what, when, where, why, and how*
- ask and respond to questions about the content of a book
- use vocabulary from a story in discussions and retellings
- retell a story in own words using the characters, settings, and events in the correct sequence from beginning to end
- use words to sequence events (e.g., *before, after, and next*)
- demonstrate comprehension of text through drawings or a written response
- recognize various types of fiction texts (e.g., storybooks, poems).

K.9 The student will demonstrate comprehension of nonfiction texts.

- a) Use pictures to identify topic and make predictions.
- b) Identify text features specific to the topic, such as titles, headings, and pictures.
- c) Ask and answer questions about what is read.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>All students should</p> <ul style="list-style-type: none"> • understand that nonfiction texts provide information • understand that text features serve a purpose. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • make ongoing predictions based on graphics and text • relate pictures and illustrations to the text in which they appear • identify the topic of a nonfiction selection • ask and respond to questions about the content of a book • discuss facts and information relevant to the topic.

STRAND: WRITING

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 capital and lowercase letters of the alphabet as well as their first and last names. Kindergarten writing reflects the students' oral language, and students will communicate their ideas through pictures and writing. Teachers will encourage the development of writing skills that are foundational to effective written communication and critical thinking. These skills are essential for success in future postsecondary education and workplace environments.

Teacher Notes

- Teachers should model the writing process for students.
- The focus of writing in kindergarten is narrative and descriptive.
- Teachers should model real-world writing experiences.
- Teachers should encourage students to write about what they know and what they experience.

K.10 The student will print in manuscript.

- a) Print capital and lowercase letters of the alphabet independently.
- b) Print his/her first and last names.

ESSENTIAL UNDERSTANDINGS**All students should**

- understand that there are correct ways to write the manuscript letters of the alphabet
- understand that their written name provides identification
- understand that printing properly formed letters makes manuscript writing legible.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**To be successful with this standard, students are expected to**

- use appropriate pencil grip
- print capital and lowercase letters of the alphabet legibly and independently
- use manuscript letter formation
- use manuscript number formation
- form the letters of their first and last names, spacing them correctly
- print first and last names, beginning each with a capital letter.

K.11 The student will write in a variety of forms to include narrative and descriptive.

- a) Differentiate pictures from writing.
- b) Use prewriting activities to generate ideas including drawing pictures.
- c) Use letters to phonetically spell words that describe pictures or experiences.
- d) Write left-to-right and top-to-bottom.
- e) Compose simple sentences.
- f) Begin each sentence with a capital letter and use ending punctuation.
- g) Share writing with others.

ESSENTIAL UNDERSTANDINGS

All students should

- understand that their writing serves a variety of purposes
- understand that writing communicates thoughts and ideas.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

To be successful with this standard, students are expected to

- distinguish print from pictures
- write daily for a variety of purposes, including narrative stories to describe experiences
- write on assigned and/or self-selected topics
- use writing, dictation, and drawing to tell a story
- write to describe a person, place, or thing
- 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
- capitalize the first word in a sentence and the pronoun *I*
- write left-to-right and top-to-bottom.

STRAND: RESEARCH

Students will be introduced to the research process by asking investigative questions, which will be used to solve problems. Research in kindergarten prepares students for more formalized research in subsequent grades.

Teacher Notes

- Teachers should have students collaborate in whole or small groups to generate topics, ask questions, and find information.
- Please note that kindergarten students are not expected to complete research products.

K.12 The student will conduct research to answer questions or solve problems using available resources.

- a) Generate topics of interest.
- b) Generate questions to gather information.
- c) Identify pictures, texts, or people as sources of information.
- d) Find information from provided sources.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>All students should</p> <ul style="list-style-type: none"> • understand that research can be used to answer questions or solve problems • understand that many different sources, including people, can help provide information. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • generate ideas for topics based on interest or content areas (e.g., favorite animals, community helpers, or life cycles) • work collaboratively to generate questions to gather information • identify various pictures, texts, media, and people that can be used as sources of information • use provided sources to answer questions or solve problems.