

2017



ENGLISH
Standards of
Learning
**CURRICULUM
FRAMEWORK**

Copyright © 2017
by the
Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120
<http://www.doe.virginia.gov>

All rights reserved. Reproduction of these materials for instructional purposes in public school classrooms in Virginia is permitted.

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

Statement of Non-Discrimination

The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities. The policy permits appropriate employment preferences for veterans and specifically prohibits discrimination against veterans.

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.

2017



ENGLISH
Standards of
Learning
**CURRICULUM
FRAMEWORK**

At the fifth-grade level, students will demonstrate the ability to collaborate with diverse teams by working respectfully with others, using active listening skills, and showing value for individual contributions. Students will create and deliver interactive multimodal presentations. Students will compare/contrast a variety of techniques used in media messaging. Teachers will encourage the development of effective interpersonal communication and collaboration skills that are essential for success in future postsecondary education and workplace environments.

Teacher Notes

- Please note student presentation skills may differ within classrooms.
- Teachers should explicitly teach effective presentation skills with audience involvement.
- Teachers should provide opportunities for students to create interactive, multimodal presentations.
- 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, movement).

5.1 The student will use effective oral communication skills in a variety of settings.

- a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- b) Participate in and contribute to discussions across content areas.
- c) Summarize information gathered in group activities.
- d) Orally express ideas clearly in pairs, diverse groups, and whole-class settings.
- e) Use evidence to support opinions and conclusions.
- f) Summarize the main points a speaker makes, and connect comments to the remarks of others.
- g) Demonstrate the ability to collaborate with diverse teams while sharing responsibility for the work.
- h) Work respectfully with others and show value for individual contributions.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>All students should</p> <ul style="list-style-type: none"> • understand how to prepare, summarize, present, and use information gathered in group activities • understand the process of communicating effectively and working collaboratively to accomplish a variety of tasks and goals. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • participate in a range of discussions building on others’ ideas and clearly stating thoughts, opinions, and information • follow rules for discussions and assigned group roles • 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 ○ responding to specific questions by making comments that contribute to the discussion and elaborating on the remarks of others ○ communicating new ideas to others ○ clarifying confusing points ○ summarizing main ideas ○ organizing information from group discussions for presentation ○ preparing a prewriting tool (e.g., outline, web, or graphic organizer) for presentation prior to delivery • collaborate with diverse teams while respecting individual contributions

5.1 The student will use effective oral communication skills in a variety of settings.

- work independently on group-related tasks.

5.2 The student will create multimodal presentations that effectively communicate ideas.

- a) Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal, and informal interactive presentations.
- b) Maintain eye contact with listeners.
- c) Organize content sequentially around major ideas.
- d) Use language and style appropriate to the audience, topic, and purpose.
- e) Ask and answer questions to gather or clarify information presented orally.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>All students should</p> <ul style="list-style-type: none"> • understand how ideas can be best organized and delivered for an effective presentation • 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 appropriate facial expressions and gestures to support, accentuate, or dramatize the message • speak clearly at an understandable pace • use acceptable posture, according to the setting and the audience • select information that develops the topic and is appropriate for the audience • report on a topic or text, sequencing ideas logically and using relevant facts and descriptive details to support main ideas or themes • narrow the topic • put information in order, providing an overview of the information at the beginning or a summary of the information at the end • use multimodal tools to enhance presentations • use specific vocabulary to enhance presentations.

5.3 The student will learn how media messages are constructed and for what purposes.

- a) Identify the purpose and audience of auditory, visual, and written media messages.
- b) Identify the characteristics and effectiveness of a variety of media messages.
- c) Compare and contrast techniques used in a variety of media messages.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>All students should</p> <ul style="list-style-type: none"> • understand how to deconstruct media messages by looking at several attributes (e.g., authorship, format, audience, content, and purpose) • understand how to evaluate the effectiveness of a media message by examining the various attributes of messages. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • access media messages and identify what types of media are used • identify the attributes of a constructed message (i.e., authorship, format, audience, content, and purpose) • deconstruct several types of media messages by addressing the main question(s) raised by the media attributes • compare/contrast techniques used effectively in a variety of media messages (e.g., animation, famous images and logos, music and sound, photo-editing) • create media messages (e.g., videos, podcasts, print advertisements) for evaluation, focusing on effectiveness of the message.

Students will continue to expand vocabulary using knowledge of roots, affixes, synonyms, antonyms, and homophones. In fifth grade, there is an emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will explain plot development and conflict resolution and differentiate between first and third person points of view. Fifth grade instruction emphasizes nonfiction reading; students will identify authors' organizational patterns and use texts to support opinions and conclusions. 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

- Vocabulary words should be culled from student reading instead of using random lists and should not be taught in isolation.
- Teachers must provide opportunities for silent reading with options for student choice.
- Teachers should introduce students to longer, more complex texts both on grade level and above grade level.
- Teacher should teach figurative language using fiction and nonfiction texts.
- Teachers should teach theme as a literary term with fiction texts and main idea with nonfiction texts. Please note these terms are not interchangeable. However, identifying main idea in a paragraph or portion of text is an essential skill for comprehension.
- Please note teachers should introduce specific genres of fiction including, but not limited to, fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, folklore/tall tales, mythology, and mystery.
- Teachers should use fictional and informational texts paired on a common theme or topic and have students compare/contrast. Although the standard in fiction requires comparing/contrasting details in literary and informational nonfiction texts, teachers should be using paired passages with a variety of texts.
- Teachers should teach author's purpose exclusively with nonfiction texts.
- Please note although the strands are developed separately, teachers should seamlessly integrate all strands.
 - Teachers may integrate the strands through the use of thematic units.
 - Teachers should ask students to write about what they have read.

5.4 The student will expand vocabulary when reading.

- a) Use context to clarify meaning of unfamiliar words and phrases.
- b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.
- d) Identify an author’s use of figurative language.
- e) Use word-reference materials.
- f) Develop and use general and specialized content-area vocabulary through speaking, listening, reading, and writing.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>All students should</p> <ul style="list-style-type: none"> • understand that the content and structure of a sentence, paragraph, or reading selection can help the reader determine the meaning of an unfamiliar word • understand that roots, affixes, synonyms, and antonyms can help the reader determine the meaning of unfamiliar words • understand that word reference resources can help the reader learn word meanings • understand 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 as a clue to infer the correct meanings of unfamiliar words and phrases • use context and sentence structure to determine meanings and differentiate among multiple meanings of words • apply knowledge of roots, affixes synonyms, antonyms, and homophones • identify the meaning of Greek and Latin affixes • identify when an author uses figurative language • use word references and context clues to determine which meaning is appropriate in a given situation • select and use the word-reference material, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed.

5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.

- a) Summarize plot events using details from text.
- b) Discuss the impact of setting on plot development.
- c) Describe character development.
- d) Identify theme(s).
- e) Explain the resolution of conflict(s).
- f) Identify genres.
- g) Differentiate between first and third person point of view.
- h) Differentiate between free verse and rhymed poetry.
- i) Explain how an author’s choice of vocabulary contributes to the author’s style.
- j) Draw conclusions and make inferences with support from the text.
- k) Identify cause and effect relationships.
- l) Compare/contrast details in literary and informational nonfiction texts.
- m) Use reading strategies throughout the reading process to monitor comprehension.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>All students should</p> <ul style="list-style-type: none"> • understand the essential elements and characteristics of fictional text, literary nonfiction, and poetry • understand the similarities and differences between literary and informational nonfiction texts. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • summarize important plot events, using specific details from the text • describe how characters are developed by <ul style="list-style-type: none"> ○ what a character says ○ what a character thinks ○ what a character does ○ what other characters in the story say or think about them. • describe how some characters change and how some characters stay the same • identify and explain the main conflict and resolution of the plot • identify the events in sequence that lead to resolution of the conflict • discuss why an author might have used particular words and phrases • determine who is telling the story and identify if the point-of-view is first or third person • identify the theme(s) of a text <ul style="list-style-type: none"> ○ thematic topic

5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.

- lessons learned
- refer to details, specific vocabulary, and examples in a text to draw conclusions/make inferences
- make, confirm, or revise predictions
- demonstrate comprehension and apply strategies to write about what is read
- identify genres, including, but not limited to, fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, folklore/tall tales, mythology, mystery
- analyze the similarities and differences between paired fictional texts and informational nonfiction texts (e.g., similar themes and topics, patterns of events).

5.6 The student will read and demonstrate comprehension of nonfiction texts.

- a) Use text features such as type, headings, and graphics, to predict and categorize information.
- b) Skim materials to develop a general overview of content and to locate specific information.
- c) Identify the main idea.
- d) Summarize supporting details.
- e) Identify organizational pattern(s).
- f) Identify transitional words and phrases that signal an author’s organizational pattern.
- g) Locate information from the text to support opinions, inferences, and conclusions.
- h) Identify cause and effect relationships.
- i) Differentiate between fact and opinion.
- j) Compare and contrast details and ideas within and between texts.
- k) Use reading strategies throughout the reading process to monitor comprehension.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>All students should</p> <ul style="list-style-type: none"> • understand how organizational patterns make the information easier to comprehend • understand that ideas and topics are presented differently by different authors • understand that readers draw conclusions and make inferences based on details and information from the text. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • determine the main idea of a text and summarize supporting key details • identify organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order • recognize transitional words and phrases authors use to signal organizational patterns, including, but not limited to, <ul style="list-style-type: none"> ○ cause and effect (e.g., <i>if, then</i>) ○ comparison/contrast- (e.g., <i>similarly, on the other hand</i>) ○ chronological (e.g., <i>today, meanwhile</i>) ○ problem/solution (e.g., <i>the issue is, a possible remedy</i>) • draw conclusions and make inferences using the text as support • compare and contrast two accounts or perspectives of the same event or topic • read texts with fluency, accuracy, and meaningful expression • demonstrate comprehension and apply strategies to write about what is read.

At the fifth grade level, students will continue to develop as readers and writers as they write in a variety of forms including narrative, descriptive, expository, and persuasive. Students will write multiparagraph compositions including evidence to inform or persuade an audience. 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. Teachers will encourage the development of writing skills that are foundational to effective written communication and critical thinking. These skills are necessary for success in future postsecondary education and workplace environments.

Teacher Notes

- Teachers will model the writing process for students.
- Teachers should refer to examples of writing in mentor texts.
- The focus of writing in fifth grade is narrative, descriptive, persuasive, and expository.
- Teachers should integrate grammar with writing instruction throughout the academic year.
- Teachers should use student writing to teach editing and peer editing skills.
- Teachers may want to consult professional publications.
- Teachers should instruct students in the features of the three domains of writing:
 - Composing—focusing on a clear, central idea, providing elaboration, organization, and unity
 - Written Expression—sentence variation, selected information, word choice, voice, and tone
 - Usage/Mechanics—grammar, punctuation, and usage as appropriate for the grade level
- Teachers should use writing conferences and portfolios to monitor student progress.
- Teachers should provide opportunities for independent writing and options for student choice.
- Teachers should provide the opportunity for students to have practice writing on demand, for shorter time frames, and over extended periods of time.

5.7 The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive.

- a) Engage in writing as a process.
- b) Select audience and purpose.
- c) Use a variety of prewriting strategies.
- d) Introduce and develop a topic, incorporating evidence and supporting details.
- e) Organize information to convey a central idea.
- f) Recognize different forms of writing have different patterns of organization, including story structure for narrative writing.
- g) Write a clear topic sentence focusing on the main idea.
- h) Clearly state a position, including supporting reasons and evidence to persuade the intended audience.
- i) Write multiparagraph compositions.
- j) Use precise and descriptive vocabulary to create tone and voice.
- k) Vary sentence structure by using transition words and prepositional phrases.
- l) Revise writing for clarity of content, using specific vocabulary and information.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>All students should</p> <ul style="list-style-type: none"> • understand that writers use the writing process, including planning, drafting, revising, editing, and publishing • understand the domains of writing include composing, written expression, and usage/mechanics • understand voice shows an author’s personality, awareness of audience, and passion for the topic, adding liveliness and energy to writing. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • write focusing on the composing domain features of central idea, organization, unity, and elaboration • write focusing on the written expression domain features of word choice, specific vocabulary, tone, voice, and sentence variety • produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience • recognize different forms of writing have different patterns of organization <ul style="list-style-type: none"> ○ descriptive/expository <ul style="list-style-type: none"> ▪ clearly introduce a topic and organize information in paragraphs ▪ use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic ▪ use specific vocabulary to inform and explain the topic ▪ provide a conclusion related to the topic ○ narrative

5.7 The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive.

- organize an event sequence that unfolds naturally
- use transition words and phrases
- use narrative techniques, such as dialogue, description, and pacing to develop experiences or characters
- provide a conclusion
- persuasive
 - introduce the position
 - provide evidence to support the position
 - provide points for the opposite side and argue against them
 - provide a conclusion
- use mentor texts as an example of writing
- focus, organize, and elaborate to construct an effective message for the reader
- write a clear topic sentence focusing on the main idea
- purposefully select language to demonstrate an awareness of the intended audience
- select specific information to guide readers more purposefully through the piece
- write multiparagraph compositions focused on a central idea, organizing related information in paragraphs
- choose precise, descriptive vocabulary and information to create tone and voice
- revise writing by consulting with peers or adults
- include sentences of various lengths and beginnings to create a rhythm
- vary sentence structure by using transition words and phrases
- clarify writing when revising
- include supporting details that elaborate the main idea.

5.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.

- a) Use plural possessives.
- b) Use adjective and adverb comparisons.
- c) Use interjections.
- d) Use prepositional phrases.
- e) Use quotation marks with dialogue.
- f) Use commas to indicate interrupters, items in a series, and to indicate direct address.
- g) Use a hyphen to divide words at the end of a line.
- h) Edit for fragments and run-on sentences.
- i) Eliminate double negatives.
- j) Use correct spelling of commonly used words.
- k) Use coordinating conjunctions.

ESSENTIAL UNDERSTANDINGS

All students should understand that editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

To be successful with this standard, students are expected to

- punctuate correctly
 - apostrophes in contractions (e.g., *isn't*), and possessives (e.g., *Jan's*);
 - commas (e.g., items in a series, to set off the words *yes* and *no*; and to indicate direct address [*“Is that you, Zoe?”*])
 - quotation marks with dialogue
 - hyphens to divide words at the end of a line
- indicate titles of works by using underlining, quotation marks, or italics
- use adverb comparisons (e.g., *fast, faster, fastest*)
- use adjective comparisons (e.g., *big, bigger, biggest*)
- use adverbs instead of adjectives where appropriate (e.g., “He played *really* well.” instead of “He played *real* well.”)
- use a comma to separate coordinate adjectives (e.g., “It was a *fascinating, enjoyable* movie”)
- use a comma to separate an introductory element from the rest of the sentence

5.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.

- use plural possessives, (e.g., “The *books*’ covers are torn.”)
- use interjections (e.g., “*Yikes*, look at the size of that bug!”)
- form and use the perfect (e.g., “I had walked; I have walked; I will have walked.”) verb tenses
- use verb tense to convey various times, sequences, states, and conditions
- edit to correct fragments and run-ons
- use a rubric to self- and peer- assess writing.

Students will demonstrate comprehension of the research process by evaluating the relevance, reliability, and credibility of information collected. Students will learn to evaluate and synthesize information to use in their oral, visual, written, or multimodal research product. Students will understand there are consequences of plagiarism. Teachers will encourage the development of research skills that are foundational to effective critical thinking and responsible use of information. These skills are necessary for success in future postsecondary education and workplace environments.

Teacher Notes

- Teachers should note that research can be collaborative, cross-curricular, and integrated throughout the year.
- Teachers should use the librarian/media specialist's expertise in teaching the research process.
- Teachers should make students aware of possible consequences of plagiarism.
- Teachers should emphasize giving credit to all sources used when gathering information, including music and graphics.
- Teachers should demonstrate and encourage responsible use of the Internet.

5.9 The student will find, evaluate, and select appropriate resources to create a research product.

- a) Construct questions about a topic.
- b) Collect and organize information from multiple resources.
- c) Evaluate the relevance, reliability, and credibility of information.
- d) Give credit to sources used in research.
- e) Avoid plagiarism and use own words.
- f) Demonstrate ethical use of the Internet.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>All students should</p> <ul style="list-style-type: none"> • recognize, organize, and record information pertinent to the topic and blend ideas accurately • understand how information is to be collected, analyzed, evaluated, organized, and presented • understand the importance of avoiding plagiarism and giving credit to sources when gathering and reporting information and ideas • understand that there are consequences of plagiarism, according to the guidelines established by local school divisions. 	<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 • identify search terms to use when searching for information • analyze and use information presented on charts, maps, and graphs • skim to find information related to a topic • select information that is related to the topic • decide if information is relevant to the topic and reliable and credible for use • evaluate and synthesize related information from two or more sources • develop notes that include important concepts, summaries, and identification of information sources • summarize or paraphrase information in notes and finished work • prevent plagiarism and its consequences by giving credit to authors when ideas or specific words are used in research • avoid plagiarism by giving credit whenever using another person’s media, facts, graphics, music, and quotations.