

2017



**ENGLISH**  
Standards of  
Learning  
**CURRICULUM  
FRAMEWORK**

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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

Students will use communication skills to participate in classroom discussions, work respectfully with others in a variety of situations, and develop presentations using multimodal tools. Students will develop specific skills for organizing, expressing, and presenting ideas or information. 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.

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### *Teacher Notes*

- Please note student presentation skills may differ within classrooms.
  - Teachers should provide opportunities for students to create multimodal presentations independently or collaboratively.
  - 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).
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**STRAND: COMMUNICATION AND MULTIMODAL LITERACIES**

**3.1 The student will use effective communication skills in a variety of settings.**

- a) Use active listening strategies including, but not limited to, making eye contact, facing the speaker, asking questions, and summarizing.
- b) Present accurate directions to individuals and small groups.
- c) Ask and respond to questions from teachers and other group members.
- d) Orally summarize information expressing ideas clearly.
- e) Use language appropriate for context and audience.
- f) Increase listening and speaking vocabularies.
- g) Participate in collaborative discussions.
- h) Work respectfully with others in pairs, diverse groups, and whole class settings.

**ESSENTIAL UNDERSTANDINGS**

All students should

- understand the importance of effective communication
- understand the importance of working collaboratively.

**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**

To be successful with this standard, students are expected to

- participate in a range of collaborative discussions building on others' ideas and clearly stating thoughts, opinions, and information
- engage in taking turns in conversations by
  - making certain all group members have an opportunity to contribute
  - listening attentively
  - 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
  - following rules for discussions and assigned group roles
  - 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
  - working respectfully with others
- ask and respond to questions to check for understanding or to clarify information presented.

**STRAND: COMMUNICATION AND MULTIMODAL LITERACIES**

**3.2 The student will give oral presentations.**

- a) Speak clearly using appropriate volume.
- b) Speak at an understandable rate.
- c) Make eye contact with the audience.
- d) Organize ideas sequentially or around major points of information using appropriate facts and relevant details.
- e) Use contextually appropriate language and specific vocabulary to communicate ideas.
- f) Use multimodal tools to create presentations and enhance communication.

**ESSENTIAL UNDERSTANDINGS**

All students should understand the process of effectively organizing and presenting ideas and information.

**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**

To be successful with this standard, students are expected to

- deliver oral presentations in an engaging manner that maintains audience interest by
  - reporting on a topic, telling a story, or recounting an experience with appropriate facts and relevant details
  - presenting information with expression and confidence
  - varying tone, pitch, and volume to convey meaning
  - speaking at an understandable rate
  - selecting words and phrases for effect
  - using multimodal tools to emphasize or enhance facts or details
  - using specific vocabulary appropriate for the audience and the topic
- stay on topic during presentations
- answer questions from the audience
- evaluate their own presentations, using class-designed criteria.

## STRAND: READING

Students will read a variety of fiction and nonfiction texts, which relate to all content areas and personal interests. Students will continue to develop strategic reading skills, such as word analysis and construction of meaning from text. Students will continue to use comprehension strategies to compare and contrast story elements and differentiate between fiction and nonfiction. 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.

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### *Teacher Notes*

- Teachers should provide increased opportunities for silent reading with options for student choice.
  - Teachers should introduce students to longer and/or more complex texts, both on grade level and above grade level.
  - Vocabulary words should be culled from student reading instead of using random lists and should not be taught in isolation.
  - 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.
  - In teaching fiction, teachers should also note the introduction of story elements including narrator, plot, conflict, and resolution.
  - Please note literary nonfiction is now included in the fiction standard.
  - 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.
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3.3 The student will apply word-analysis skills when reading.

- a) Use knowledge of regular and irregular vowel patterns.
- b) Decode regular multisyllabic words.

ESSENTIAL UNDERSTANDINGS

All students should understand the need to apply word-analysis skills to decode words.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

To be successful with this standard, students are expected to

- apply knowledge of regular and irregular vowel patterns to decode words
- apply knowledge of ambiguous vowel patterns (e.g., *ou/ow, oi/oy, oo, aw*) to decode words
- apply knowledge of the change in tense (-*ed*), number (-*s*), and degree (-*er* and -*est*) signified by inflected endings to decode words
- decode regular multisyllabic words to read fluently.

3.4 The student will expand vocabulary when reading.

- a) Use knowledge of homophones.
- b) Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words.
- c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.
- d) Use context to clarify meaning of unfamiliar words.
- e) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.
- f) Use vocabulary from other content areas.
- g) Use word-reference resources including the glossary, dictionary, and thesaurus.

ESSENTIAL UNDERSTANDINGS

All students should

- understand that roots, affixes, synonyms, and antonyms can be used to determine the meaning of unfamiliar words
- understand that word reference resources can be used to learn word meanings..

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

To be successful with this standard, students are expected to

- use knowledge of homophones to understand unfamiliar words
- apply knowledge of roots to decode unknown words with the same root (e.g., *company, companion*)
- apply knowledge of affixes, (e.g., prefixes such as *ex-, dis-, un-, re-, mis-, non-, pre-*; suffixes such as *-ly, -ful, -less, -able, -tion, -ness, and -ment*) to decode words
- determine the meaning of new words formed when a known affix is added to the root word (e.g., *care/careless, heat/reheat*)
- use knowledge of synonyms
- use knowledge of antonyms
- use context clues to verify meaning of unfamiliar words and determine correct homophone usage
- use context clues, such as a restatement, a synonym, an example, or a direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words.

**STRAND: READING**

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

- a) Set a purpose for reading.
- b) Make connections between reading selections.
- c) Make, confirm, and revise predictions.
- d) Compare and contrast settings, characters, and plot events.
- e) Summarize plot events.
- f) Identify the narrator of a story.
- g) Ask and answer questions about what is read.
- h) Draw conclusions using the text for support.
- i) Identify the conflict and resolution.
- j) Identify the theme.
- k) Use reading strategies to monitor comprehension throughout the reading process.
- l) Differentiate between fiction and nonfiction.
- m) Read with fluency, accuracy, and meaningful expression.

**ESSENTIAL UNDERSTANDINGS**

All students should understand the essential elements and characteristics of fictional text and poetry.

**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**

To be successful with this standard, students are expected to

- identify literary nonfiction as a type of narrative text, which uses story elements and language to share accurate information about real people, places, and events, including but not limited to biography and autobiography
- use important plot events to summarize fictional text, literary nonfiction, and poetry
- make a variety of connections with the text, such as:
  - connections between the text they are reading and other texts they have read, such as identifying a similar plot or character; and
  - 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, confirm, and revise predictions by
  - identifying information from the text that supports or contradicts a prediction
  - revising predictions based on new understandings

## ESSENTIAL UNDERSTANDINGS

## ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

- apply knowledge of characterization by
  - describing a character's attributes (e.g., traits, motivations or feelings)
  - using evidence from the text to support generalizations about the character
  - comparing and contrasting characters within a selection or between/among two or more selections
  - explaining how the actions of characters contribute to the sequence of events
- apply knowledge of setting by
  - identifying the time and place of a story, using supporting details from the text
  - identifying the details that make settings similar or different
- compare and contrast characters, setting, and plot in at least two versions of the same story (e.g., Cinderella stories)
- identify the main conflict and resolution
- recognize and identify a theme or lesson of fictional text(s) (e.g., friendship, survival, determination) using key supporting details
  - thematic topic
  - lessons learned
- learn to differentiate fiction from nonfiction
- demonstrate comprehension by writing about what is read
- read with accuracy, fluency, and meaningful expression to support comprehension.

**STRAND: READING**

**3.6 The student will read and demonstrate comprehension of nonfiction texts.**

- a) Identify the author’s purpose.
- b) Use prior and background knowledge as context for new learning.
- c) Preview and use text features, including table of contents, headings, pictures, captions, maps, indices, and charts.
- d) Ask and answer questions about what is read, using the text for support.
- e) Draw conclusions, using the text for support.
- f) Summarize information found in nonfiction texts.
- g) Identify the main idea.
- h) Identify supporting details.
- i) Use reading strategies to monitor comprehension throughout the reading process.
- j) Read with fluency, accuracy, and meaningful expression.

**ESSENTIAL UNDERSTANDINGS**

All students should

- understand that nonfiction texts provide information, explain a process, or persuade
- understand text features serve a purpose
- understand that details and information from the text help the reader draw conclusions.

**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**

To be successful with this standard, students are expected to

- identify the author’s purpose for writing, which may include to provide information, to explain a process, or to persuade
- use prior and background knowledge as context for new learning by recognizing similarities between the text they are reading and other texts they have read;
- use text features to preview; set a purpose for reading; make, confirm, and revise predictions; and locate information
- identify details that support the main idea
- state the main idea in their own words
- practice reading and rereading familiar nonfiction texts with fluency and accuracy
- demonstrate comprehension by writing about what is read.

## STRAND: WRITING

At the third-grade level, students will continue to develop reading and writing together. Students will use the writing process to plan, draft, revise, and edit writing in a variety of forms. Student writing will become more complex, and students will learn to select details to elaborate on the main idea of a paragraph. They will use written communication skills across content areas. Students also will write legibly in cursive. 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 and workplace environments.

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### *Teacher Notes*

- Teachers should model the writing process for students.
  - Teachers should refer to examples of writing in mentor texts.
  - The focus of writing in third grade is narrative, descriptive, opinion, and expository.
  - Teachers will teach students to develop a paragraph including a clear topic sentence that focuses on the main idea.
  - Teachers should use student writing to teach editing skills.
  - Teachers should introduce students to the three domains of writing:
    - Composing—focusing on a clear, central idea, providing elaboration and organization
    - Written Expression—selected vocabulary and information
    - Usage/Mechanics—grammar, punctuation, and usage as appropriate for the grade level
  - Teachers should utilize writing conferences and portfolios to monitor student progress.
  - Please note that although cursive letters are introduced in second grade, it is at the third-grade level that the transition from manuscript to cursive should be completed. No specific form of cursive is required.
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**STRAND: WRITING**

**3.7 The student will write legibly in cursive.**

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

**ESSENTIAL UNDERSTANDINGS**

All students should understand that neat, legible, cursive handwriting is an important tool of written communication.

**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**

To be successful with this standard, students are expected to

- use correct letter formation
- form cursive letters with flow from one letter to the next within names and words.

## STRAND: WRITING

### 3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.

- a) Engage in writing as a process.
- b) Identify audience and purpose.
- c) Use a variety of prewriting strategies.
- d) Use organizational strategies to structure writing according to type.
- e) Write a clear topic sentence focusing on main idea.
- f) Elaborate writing by including supporting details.
- g) Use transition words to vary sentence structure.
- h) Express an opinion about a topic and provide fact-based reasons for support.
- i) Write a well-developed paragraph focusing on the main idea.
- j) Revise writing for clarity of content using specific vocabulary and information.

#### ESSENTIAL UNDERSTANDINGS

##### All students should

- understand that writers use the writing process, including planning, drafting, revising, editing, and publishing
- understand how to plan and compose writing for a variety of purposes.

#### ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

##### To be successful with this standard, students are expected to

- use a variety of prewriting strategies to plan and organize writing
- use mentor texts as an example of writing
- develop writing by focusing on one topic
- follow the organization of particular forms of writing for
  - o descriptive/expository
    - introduce a topic and organize information in paragraph(s)
    - use facts, definitions, quotations, details, or other examples and information to develop the topic
    - use specific vocabulary to inform and explain the topic
    - provide a conclusion
  - o narratives
    - sequence events
    - use transition words and phrases for sentence variety
    - use specific vocabulary to develop a story
    - provide a conclusion
  - o opinion
    - state a clear opinion
    - provide multiple facts using specific vocabulary as reasons for support
    - provide a conclusion



## ESSENTIAL UNDERSTANDINGS

## ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

- incorporate transitional words and phrases (e.g., including but not limited to *first, next, last, also, another, more, in order to, because of this, for example*)
- add specific details for further elaboration
- use precise nouns, verbs, and adjectives
- clarify writing when revising by including specific vocabulary and information.

**STRAND: WRITING**

**3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.**

- a) Use complete sentences.
- b) Use the word I in compound subjects.
- c) Use past and present verb tense.
- d) Use adjectives correctly.
- e) Use singular possessives.
- f) Use commas in a simple series.
- g) Use simple abbreviations.
- h) Use apostrophes in contractions with pronouns and in possessives.
- i) Use the articles a, an, and the correctly.
- j) Use correct spelling including irregular plurals.
- k) Indicate paragraphing by indenting or skipping a line.

**ESSENTIAL UNDERSTANDINGS**

All students should understand 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

- write using complete sentences
- choose and use past and present verb tenses for clarity
- use singular possessives to demonstrate ownership
- use correct punctuation for commas in a simple series and apostrophes in contractions with pronouns (e.g., *I'd*, *we've*).

## STRAND: RESEARCH

Students will continue to identify and use appropriate resources to complete a research product. Students will understand plagiarism and will report information using their own words. 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.

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### *Teacher Notes*

- Teachers should note that research can be collaborative, cross-curricular, and integrated throughout the year.
  - Teachers should utilize librarian/media specialist's expertise in teaching the research process.
  - Teachers should teach students the difference between plagiarism and using their own words.
  - Teachers should model responsible use of the Internet.
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**STRAND: RESEARCH**

**3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.**

- a) Construct questions about the topic.
- b) Access appropriate resources.
- c) Collect and organize information about the topic.
- d) Evaluate the relevance of the information.
- e) Avoid plagiarism and use own words.
- f) Demonstrate ethical use of the Internet.

**ESSENTIAL UNDERSTANDINGS**

All students should

- understand how information should be collected, analyzed, organized, and presented
- understand the difference between plagiarism and using their own words in writing.

**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**

To be successful with this standard, students are expected to

- make decisions about which resource is best for locating a given type of information
- focus on a central topic
- develop a list of questions pertaining to a specific topic
- use appropriate resources to gather information
- organize and present information orally and/or in writing
- review writing to check that the language and/or thoughts of another author are given proper credit.