

## 2010 English Standards of Learning Grammar Skills Progression by Grade

| Standards   | Grade(s)   |   |   |   |   |   |   |   |   |   |    |          |  |
|---|--|---|---|---|---|---|---|---|---|---|----|----------|--|
|   | K  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11<br>12 |  |
| Capitalize all proper nouns and the word <i>I</i> .   |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use singular and plural nouns and pronouns.   |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use complete sentences.   |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use apostrophes in contractions and singular possessives.   |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use apostrophes in contractions, possessives, and plurals.  |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use past and present verb tense.  |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use commas in a series.   |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use subject-verb agreement.   |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use noun-pronoun agreement.   |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use singular possessives.   |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Eliminate double negatives.   |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use plural possessives.   |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use commas to indicate interrupters.  |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use conjunctions.   |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use hyphens to divide words at the end of a line.   |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Edit for fragments and run-ons.   |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use adjective and adverb comparisons.   |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Identify and use interjections.   |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use subject-verb agreement with intervening clauses and phrases.  |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use pronoun-antecedent agreement to include indefinite pronouns.  |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Maintain consistent verb tense across paragraphs.   |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use quotation marks with dialogue.  |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.  |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.  |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use and punctuate correctly varied sentence structures to include conjunctions and transition words.  |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Choose the correct case and number for pronouns in prepositional phrases with compound objects.   |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use comparative and superlative degrees in adverbs and adjectives.  |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use quotation marks with dialogue and direct quotations.  |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, predicate nominative/predicate adjective, and coordinating conjunctions. |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use parallel structures across sentences and paragraphs.  |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use appositives, main clauses, and subordinate clauses.   |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use commas and semicolons to distinguish and divide main and subordinate clauses.   |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Distinguish between active and passive voice.   |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Apply rules governing use of the colon.   |  |   |   |   |   |   |   |   |   |   |    |          |  |
| Use verbals and verbal phrases to achieve sentence conciseness and variety.   |  |   |   |   |   |   |   |   |   |   |    |          |  |
| <b>Key</b>  | The skill is introduced and appears in the grade-level writing (editing) standards.  |   |   |   |   |   |   |   |   |   |    |          |  |
|   | The skill is not formally introduced in the grade level writing (editing) standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades. |   |   |   |   |   |   |   |   |   |    |          |  |

## 2010 English Standards of Learning Reading Skills Progression by Grade

| Standard   | Grade(s) |   |   |   |   |   |   |   |   |   |    |    |    |
|--|----------|---|---|---|---|---|---|---|---|---|----|----|----|
|  | K        | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| *The bodies of literature for grades 10, 11, and 12 (American, British, and World literature) are interchangeable and may be taught in any of these grades.* |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Make predictions.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Discuss characters, setting, and important events.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Relate previous experiences to what is read.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Ask and answer questions about what is read.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Identify text features specific to the topic, such as title, heading, and pictures.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Set a purpose for reading.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Identify the main idea or theme.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Use reference materials.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Identify the problem and solution.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Summarize stories and events with beginning, middle, and end in the correct sequence.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Draw conclusions based on text.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Locate information to answer questions.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Demonstrate comprehension of information in reference material.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Differentiate between fiction and nonfiction.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Identify the author's purpose.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Summarize major points found in nonfiction texts.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Describe relationship between text and previously read material.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Identify cause and effect relationships.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Distinguish between fact and opinion.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Identify an author's use of figurative language.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Describe character development.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Describe the development of plot and explain the resolution of conflict(s).  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Describe the characteristics of free verse, rhymed, and patterned poetry.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Skim materials to develop a general overview of content and to locate specific information.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Use information in text to draw conclusions and make inferences.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Compare and contrast information about one topic, which may be contained in different selections.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Identify author's organizational pattern.  |          |   |   |   |   |   |   |   |   |   |    |    |    |

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|--|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Describe how word choice and imagery contribute to the meaning of a text.  |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Compare and contrast various forms and genres of fictional text.   |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Identify conventional elements and characteristics of a variety of genres.   |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Identify the source, viewpoint, and purpose of texts.  |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Explain the use of symbols and figurative language.  |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Compare and contrast author's styles.  |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Identify and ask questions that clarify various viewpoints.  |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Analyze details for relevance and accuracy.  |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Use literary terms in describing and analyzing selections.   |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Identify literary and classical allusions and figurative language in text.   |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Explain the relationship between and among elements of literature: characters, plot, setting, tone, point of view, and theme.  |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Analyze the cultural or social function of a literary text.  |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Explain the influence of historical context on the form, style, and point of view of a written work.   |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Identify characteristics of expository, technical, and persuasive texts.   |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Identify a position/argument to be confirmed, disproved, or modified.  |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.   |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Identify universal themes prevalent in the literature of different cultures.*  |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Compare and contrast literature from different cultures and eras.*   |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Distinguish between a critique and a summary.  |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Compare and contrast character development in a play to characterization in other literary forms.  |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Analyze the use of literary elements and dramatic conventions including verbal, situational, and dramatic irony.   |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.   |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.   |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Identify false premises in persuasive writing.   |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Recognize and analyze the use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.  |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Recognize the characteristics of major chronological eras.*  |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Compare and contrast traditional and contemporary poems from many cultures.*   |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Compare and contrast dramatic elements of plays from American, British, and other cultures.*   |   |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>KEY</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    |
| The skill is introduced and appears in the grade-level reading standards.  |   |   |   |   |   |   |   |   |   |   |    |    |    |
| The skill is not formally introduced in the grade level reading standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades. |   |   |   |   |   |   |   |   |   |   |    |    |    |

## 2010 English Standards of Learning Research Skills Progression by Grade

| Standard  | Grade(s) |   |   |   |   |   |   |   |   |   |    |    |    |
|---|----------|---|---|---|---|---|---|---|---|---|----|----|----|
|   | K        | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Use simple reference materials.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Use knowledge of alphabetical order by first letter.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Use a picture dictionary to find meaning of unfamiliar words.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Use table of contents.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Use pictures, captions, and charts.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Use dictionaries, glossaries, and indices.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Use online resources.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Use encyclopedias and other reference books, including online materials.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Write a short report.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Construct questions about the topic.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Identify appropriate resources.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Collect and organize information about the topic into a short report.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Understand the difference between plagiarism and using own words.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Demonstrate comprehension of information to research a topic.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Collect information from multiple resources including online, print, and media.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Use technology as a tool to organize, evaluate, and communicate information.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Give credit to sources used in research.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Find, evaluate, and select appropriate resources for a research product.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Organize information presented on charts, maps, and graphs.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Develop notes that include important concepts, summaries, and identification of information sources.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Define the meaning and consequences of plagiarism.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Evaluate the validity and authenticity of texts.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Cite primary and secondary sources.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.                                    |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Publish findings and respond to feedback.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.                                     |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Narrow the focus of the search.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Develop the central idea or focus.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Narrow a topic and develop a plan for research.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Collect information to support a thesis.  |          |   |   |   |   |   |   |   |   |   |    |    |    |



## 2010 English Standards of Learning Writing Skills Progression by Grade

| Standard   | Grade(s) |   |   |   |   |   |   |   |   |   |    |    |    |
|--|----------|---|---|---|---|---|---|---|---|---|----|----|----|
|  | K        | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Differentiate pictures from writing.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Use available technology for reading and writing.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Generate ideas.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Focus on one topic.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Revise writing.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Use complete sentences in final copies.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Begin each sentence with a capital letter and use ending punctuation in final copies.                      |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Use correct spelling for commonly used sight words and phonetically regular words in final copies.         |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Organize writing to include a beginning, middle and end for narrative and expository writing.              |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Expand writing to include descriptive detail.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Identify intended audience.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Use a variety of prewriting strategies.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Write a clear topic sentence focusing on the main idea.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Write a paragraph on the same topic.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Use strategies for organization of information and elaboration according to the type of writing.           |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Include details that elaborate the main idea.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Recognize different modes of writing have different patterns of organization.                              |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Write two or more related paragraphs on the same topic.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Use transition words for sentence variety.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Utilize elements of style, including word choice and sentence variation.                                   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Write multiparagraph compositions.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Compose a topic sentence or thesis statement if appropriate.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Select vocabulary and information to enhance the central idea, tone, and voice.                            |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Use clauses and phrases for sentence variety.  |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Distinguish between a thesis statement and a topic sentence.   |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Communicate clearly the purpose of the writing using a thesis statement where appropriate.                 |          |   |   |   |   |   |   |   |   |   |    |    |    |
| Arrange paragraphs into a logical order.   |          |   |   |   |   |   |   |   |   |   |    |    |    |

|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Use transitions between paragraphs and ideas.  |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Synthesize information to support the thesis.  |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Clarify and defined position with precise and relevant evidence elaborating ideas clearly and accurately.  |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.   |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Use a variety of rhetorical strategies to accomplish a specific purpose.   |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Create arguments free of errors in logic and externally supported.   |   |   |   |   |   |   |   |   |   |   |    |    |    |

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| The skill is introduced and appears in the grade-level writing standards.  |  |
| The skill is not formally introduced in the grade level writing standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades. |  |