
2017

English

Standards of Learning

Curriculum

Framework

Commonwealth of Virginia
Board of Education
Post Office Box 2120
Richmond, VA 23218-2120

© November 2017

Copyright © 2017
by the
[Virginia Department of Education](#)
P. O. Box 2120
Richmond, Virginia 23218-2120

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

Chief Academic Officer/Assistant Superintendent for Instruction

Steven M. Constantino

Office of Humanities and Early Childhood

Christine A. Harris, 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.

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 program 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 the 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. The purpose of each section is explained below.

Teacher Notes

This section includes background information for the teacher. It contains content that may extend the teachers' knowledge of the 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 ~~on~~ the standard(s). The 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, Skill, and Processes

Standards are expanded in the Essential Knowledge, Skills, and Processes column. What each student should know and be able to do in each standard is outlined. This is not meant to be an exhaustive list nor a list that limits what is taught in the classroom. It is meant to identify the key knowledge, skills, and processes that define the standard. The Essential Knowledge, Skills, and Processes 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 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.

Grade One

Strand: Communication and Multimodal Literacies

At the first-grade level, students will further develop their understanding of language and enhance their ability to communicate effectively. The student will use listening and speaking skills to participate in classroom discussions and work respectfully with others. They will also begin to use their oral language skills to gain and explain information. Students will build and use listening and speaking vocabularies to tell and retell stories and participate in choral speaking, recitation, and creative dramatics.

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 modes are essential to convey the intended message. For example: graphics, written language, moving images, music, audio, presentation technologies, movement, etc.

1.1 The student will develop oral communication skills.

- a) Listen actively and speak using agreed-upon rules for discussion.
- b) Initiate conversation with peers and adults.
- c) Adapt or change oral language to fit the situation.
- d) Use appropriate voice level, phrasing, and intonation.
- e) Participate in collaborative and partner discussions about various texts and topics.
- f) Follow rules for conversation using appropriate voice level in small-group settings.
- g) Ask and respond to questions to seek help, get information, or clarify information.
- h) Restate and follow simple two-step oral directions.
- i) Give simple two-step oral directions.
- j) Express ideas orally in complete sentences.
- k) Work respectfully with others.
- l) Increase listening and speaking vocabularies.

Essential Understandings:

All students should:

- understand that communication-includes expressing needs, asking questions, and sharing information
- understand that the setting influences the rules for communication
- understand that information can be gained by asking and answering relevant questions about a specific topic
- understand that specific word choice makes communication clearer

Essential Knowledge, Skills, and Processes:

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

- initiate conversation in a variety of school settings
- participate in a range of collaborative discussions building on others' ideas and clearly expressing thoughts and opinions
- ask and respond to questions to check for understanding
- sustain two-person conversation through multiple exchanges

- use voice level and intonation appropriate for small-group settings
- follow rules for conversation, including listening and taking turns
- give and follow simple two-step oral directions
- use words of time and position, including *first, second, next, on, under, beside, and over*, to give directions orally
- speak in complete sentences when appropriate to task and situation

1.2 The student will demonstrate growth in oral early literacy skills.

- a) Listen and respond to a variety of print and media materials.
- b) Tell and retell stories and events in sequential order.
- c) Participate in a variety of oral language activities, including choral speaking and recitation.
- d) Participate in creative dramatics.

Essential Understandings:

All students should:

- understand that choral and echo speaking build 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:

- participate in a variety of oral language activities, such as:
 - listening to stories and poems read aloud;
 - participating in discussions about stories and poems;
 - talking about words and their meanings as they are encountered in stories, poems, and conversations;
 - providing reactions to stories and poems;
 - asking and answering questions about what is said in order to gather additional information or clarify something not understood;
- tell and retell stories and events in logical order by:
 - retelling stories orally and through informal drama;
 - dictating retelling of stories;
 - indicating first, next, and last events in a story; and
 - creating their own stories, poems, plays, and songs.
- participate in daily oral language activities (e.g., choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated patterns)
- participate in creative dramatics, (e.g., classroom songs, plays, skits, and group activities) designed to give students frequent opportunities for listening and speaking
- participate in listening and speaking activities

Strand: Reading

The student will be immersed in a text-rich environment to develop phonological awareness, phonetic skills, vocabulary, comprehension and to use reading materials as sources of information and enjoyment. Having developed a concept of word and letter-sound correspondence, students will now concentrate on learning and integrating basic phonetic principles, decoding words in isolation and in context, using meaning clues, and employing language and sentence structure to read and substantially increase their sight-word vocabulary. The student will use a variety of strategies to read new words and will read familiar selections with fluency, accuracy, and expression. The student will continue to develop an understanding of fiction and nonfiction texts and respond to readings through group discussions and writing. The student will increase vocabulary and comprehension strategies through cross-content reading. 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 the workplace.

Teacher Notes:

- These concepts and skills should be taught through systematic explicit direct instruction, individual and small-group activities, and time spent reading books and other print material.
- Teachers should provide opportunities for independent reading with options for student choice.
- Teachers need to read texts aloud to model language and expose students to new words, expand working vocabularies, and improve comprehension.
- Teachers should provide opportunities for students to apply strategies as they read and reread a variety of texts.
- Teachers should teach theme with fiction texts and main idea with nonfiction texts. Please note these terms are not interchangeable.
- Please note although the strands are developed separately, teachers should seamlessly integrate all strands.
 - Thematic units are one approach.
 - Teachers should have students write about what they have read.

1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.

- a) Create rhyming words.
- b) Count phonemes (sounds) in one-syllable words.
- c) Blend sounds to make one-syllable words.
- d) Segment one-syllable words into individual phonemes.
- e) Add or delete phonemes to make new words.
- f) Blend and segment multisyllabic words at the syllable level.

Essential Understandings:

All students should:

- understand that spoken words are made up of units of speech sounds within words, which can be manipulated to make new words.

Essential Knowledge, Skills, and Processes:

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

- orally produce words that rhyme with an audible guide word. by changing the initial phoneme (sip-ship, heart-part)
- count phonemes in one-syllable words
- blend separately spoken phonemes to make one-syllable words
- segment words by producing each phoneme
- determine whether the medial vowel sound is the same or different in a set of one-syllable words
- sort picture cards by beginning, initial, medial, and final ending phonemes
- remove a phoneme from an orally presented word to make a new word (e.g., rice/ice, beach/bee, weight/weigh, couch/cow)
- add a phoneme from an orally presented word or rime to make a new word (e.g., pie/pipe, four/fork, cab/crab, ot/lot, ap/map)
- change phonemes orally to make new words (e.g., rug/jug, bunch/lunch, card/cart, sat/sit)

1.4 The student will apply knowledge of how print is organized and read.

- a) Read from left to right and from top to bottom.
- b) Match spoken words with print.
- c) Identify letters, words, sentences, and ending punctuation.

Essential Understandings:

All students should:

- understand that all print in English follows similar patterns
- understand that written text consists of letters, words, and sentences

Essential Knowledge, Skills, and Processes:

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

- demonstrate concept of word by tracking print from left to right and top to bottom, following print from one line to the next line (return sweep), and matching spoken words to print
- differentiate between letters and words by recognizing spaces between words in sentences
- recognize that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point

1.5 The student will apply phonetic principles to read and spell.

- a) Use initial and final consonants to decode and spell one-syllable words.
- b) Use two-letter consonant blends to decode and spell one-syllable words.
- c) Use consonant digraphs to decode and spell one-syllable words.
- d) Use short vowel sounds to decode and spell one-syllable words.
- e) Blend initial, medial, and final sounds to recognize and read words.
- f) Use word patterns to decode unfamiliar words.
- g) Read and spell simple two-syllable compound words.
- h) Read and spell commonly used sight words.

Essential Understandings:

All students should:

- understand that knowledge of phonetic principles can be applied to read and spell words.

Essential Knowledge, Skills, and Processes:

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

- apply knowledge of letter sounds in single-syllable words by:
 - recognizing initial, medial, and final phonemes;
 - segmenting the phonemes in a word into their complete sequence of individual phonemes (e.g., top: /t/-/o/-/p/, jump: /j/-/u/-/m/-/p/); and
 - blending phonemes to decode or spell a word
- accurately decode unfamiliar, orthographically regular, single-syllable words and nonsense words (e.g., *sit*, *zot*), using letter-sound mappings to sound them out.
- differentiate between vowels and consonants
- apply knowledge of word patterns to decode unfamiliar words by recognizing word patterns (e.g., CVC) using onsets and rimes to create, read, and spell new words that include blends (e.g., the *l* and *r* blends; and digraphs, including *ch*, *sh*, *th*, and *wh*).
- use the consonant-vowel patterns CVC (e.g., pin), VC (e.g., in), and CVCC (e.g., wind), to decode and spell single-syllable words with a short vowel sound.
- use the consonant-vowel patterns CVVC and CVCE to decode and spell some single-syllable words with a long vowel sound.
- use knowledge that every syllable has a vowel sound to help determine if a word has one or two syllables.
- read and spell simple two-syllable compound words following basic patterns by segmenting the words into syllables.

1.6 The student will use semantic clues and syntax for support when reading.

- a) Use words, phrases, and sentences.
- b) Use titles and pictures.
- c) Use information in the story to read words.
- d) Use knowledge of sentence structure.
- e) Reread and self-correct.

Essential Understandings:

All students should:

- understand that they will use a variety of strategies to read unfamiliar words and confirm meaning.

Essential Knowledge, Skills, and Processes:

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

- expand vocabulary by using frequently occurring root words to read inflectional forms (e.g., *look*, *looks*, *looked*, *looking*).
- use sentence-level context as a clue to the meaning of words and phrases.
- use titles, pictures, and information in the story to make predictions about vocabulary
- use pictures and/or rereading to confirm vocabulary choice.
- notice when words or sentences do not make sense in context.

- use intonation, pauses, and emphases that signal the structure of the sentence when reading aloud.
- use punctuation clues, including period, question mark, exclamation point, commas, and quotation marks, to guide their comprehension.
- reread and self-correct when text does not make sense.

1.7 The student will expand vocabulary and use of word meanings.

- a) Discuss meanings of words in context.
- b) Develop vocabulary by listening to and reading a variety of texts.
- c) Ask for the meaning of unknown words and make connections to familiar words.
- d) Use text clues such as words or pictures to discern meanings of unknown words.
- e) Use vocabulary from other content areas.
- f) Use singular and plural nouns.
- g) Use adjectives to describe nouns.
- h) Use verbs to identify actions.

Essential Understandings:

All students should:

- understand that word meanings can be comprehended through context, discussion, connections to familiar words, and knowledge of vocabulary from other content areas.
- understand and discuss the meanings of new words as presented in context.

Essential Knowledge, Skills, and Processes:

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

- ask for the meaning of unknown words and make connections to familiar words by:
 - o sorting words into categories (e.g., colors, animals);
 - o defining words by category and by one or more attributes (e.g., *a swan is a bird that swims, a cardinal is a red bird*); and
 - o identifying real-life connections between words and their use (e.g., places that are *safe*).
- use vocabulary from other content areas in literacy tasks.
- ask for meanings and clarification of unfamiliar words and ideas.
- use common irregular plural forms, such as *man/men, child/children, and mouse/mice*.

1.8 The student will use simple reference materials.

- a) Use knowledge of alphabetical order by first letter.
- b) Use a picture dictionary to find meanings of unfamiliar words.

Essential Understandings:

All students should:

- understand that many reference materials are organized in alphabetical order.
- understand that reference materials provide information.

Essential Knowledge, Skills, and Processes:

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

- use simple reference materials
- alphabetize a list of five to eight words according to first letter.
- use a picture dictionary to locate unfamiliar words.

1.9 The student will read and demonstrate comprehension of a variety of fictional texts.

- a) Preview the selection.
- b) Set a purpose for reading.
- c) Relate previous experiences to what is read.
- d) Make and confirm predictions.
- e) Ask and answer who, what, when, where, why, and how questions about what is read.
- f) Identify characters, setting, and important events.
- g) Retell stories and events, using beginning, middle, and end in a sequential order.
- h) Identify theme.
- i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.

Essential Understandings:

All students should:

- understand that they should use a variety of strategies to assist with comprehension of fictional texts.
- understand that orally read text has a rhythm and expression that helps convey meaning.

Essential Knowledge, Skills, and Processes:

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

- preview reading material by looking at the book's cover, title, and illustrations
- set a purpose for reading by looking at the illustrations, activating prior knowledge, and predicting the outcome of the selection.
- use knowledge from their own experience to make sense of and talk about a text
- identify and describe characters, settings, and important events in a story using details
- retell stories using the characters, settings, and events in correct sequence from beginning to end
- demonstrate comprehension by writing about what is read.
- identify the overall theme of a fiction selection. (example- friendship, family, working hard)
- use expression to convey meaning when reading aloud
- reread as necessary to confirm and self-correct word recognition and understanding.
- practice reading and rereading texts at their independent reading level

1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a) Preview the selection.
- b) Use prior and background knowledge as context for new learning.
- c) Set a purpose for reading.
- d) Identify text features such as pictures, headings, charts, and captions.
- e) Make and confirm predictions.
- f) Ask and answer who, what, where, when, why, and how questions about what is read.
- g) Identify the main idea.
- h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.

Essential Understandings:

All students should:

- understand that nonfictional texts provide information.
- understand text features serve a purpose.

- understand a variety of strategies to assist with comprehension of nonfiction texts.

Essential Knowledge, Skills, and Processes:

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

- read with purpose and understanding.
- preview reading material and set a purpose by looking at the book's cover and graphics and by reading titles and headings.
- identify and use text features to locate facts and information in a text.
- distinguish between information provided by pictures or illustrations and information provided by words in the text
- read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines.
- identify the main idea and key details
- practice reading and rereading texts on their independent reading level

Strand: Writing

At the first-grade level, reading and writing will develop together. Students will be given daily opportunities to write and read their writing. The student will write in a variety of forms to communicate ideas. As their knowledge of letter-sound correspondence and their sight-word vocabulary increases, they will be able to use these skills to put their ideas and thoughts on paper. With teacher guidance and support, they will also begin to revise and edit selected pieces of their writing for a specific audience. 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 in the workplace.

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 first grade is narrative, descriptive, and opinion.
- Teachers should provide opportunities for students to express opinions with a reason both orally and in writing.

1.11 The student will print legibly in manuscript.

- a) Form letters accurately.
- b) Space words within sentences.

Essential Understandings:

All students should:

- understand that there are correct ways to write the letters of the alphabet and that proper spacing is necessary in order for writing to be legible.

Essential Knowledge, Skills, and Processes:

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

- use appropriate pencil grip.
- use manuscript letter formation.
- print all capital and lowercase letters in sequence and in random order
- print first and last names beginning each with a capital letter.
- use manuscript number formation

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

- a) Identify audience and purpose.
- b) Use prewriting activities to generate ideas.
- c) Focus on one topic.
- d) Organize writing to suit purpose.
- e) Revise by adding descriptive words when writing about people, place, things, and events.
- f) Write to express an opinion and give a reason.
- g) Use letters to phonetically spell words.
- h) Share writing with others.

Essential Understandings:

All students should:

- understand that writers communicate ideas for a variety of purposes.
- understand that writers plan, write, revise, and share their writing with others.
- understand sound-symbol correspondence is used to write unfamiliar words.

Essential Knowledge, Skills, and Processes:

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

- use previous experiences to generate ideas.
- identify the intended audience and purpose for writing (e.g., letters, stories, journals, etc.)
- participate in teacher-directed brainstorming activities to generate ideas.
- participate in shared writing projects
- use prewriting strategies including but not limited to: webbing, clustering, brainstorming, and semantic mapping, to organize ideas and information
- write to express an opinion with supporting reason(s).
- write narratives that include at least two sequenced events, with details, and a conclusion.
- write to describe a person, place, or thing using adjectives.
- revise writing with additional descriptive words (adjectives)
- apply the alphabetic principle when writing words.
- share their writing with others

1.13 The student will edit writing for capitalization, punctuation, and spelling.

- a) Use complete sentences.
- b) Begin each sentence with a capital letter and use ending punctuation.
- c) Use correct spelling for commonly used sight words and phonetically regular words.

Essential Understandings:

All students should:

- understand the difference between revision and editing.
- understand that editing writing helps others to read and understand what is written

Essential Knowledge, Skills, and Processes:

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

- use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates.
- capitalize the pronoun I.
- capitalize days of the week and months of the year.
- capitalize names of people.
- spell commonly used sight words and phonetically regular words correctly.
- use resources in the classroom in order to spell words.
- use tools to produce and publish writing
- share writing with others participate in teacher-directed brainstorming activities to generate ideas.
- participate in shared writing projects

Strand: Research

The student will continue to research to answer questions and solve problems by using available resources. 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 have students collaborate in whole or small groups to generate topics, ask questions, and find and record information.
- Please note first grade students are not expected to complete research products

1.14 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.
- e) Record information.

Essential Understandings:

All students should:

- understand that research can be used to answer questions or solve problems.
- understand that many different sources, including people, can help provide information.

Essential Knowledge, Skills, and Processes:

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

- generate ideas for topics based on interest or content areas (e.g., favorite animals, life cycles, community helpers, etc.)
- work collaboratively to generate questions to gather information.
- identify if pictures, various texts, media, or people can be used as sources of information.
- use provided sources to answer questions or solve problems.
- use templates (e.g., graphic organizers, charts, graphs, etc.) to organize information.